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Report of the Departmental Committee on the education and Moral instruction of prisoners in local and Convict Prisons, with Minutes of evidence and appendix

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PRISONERS' EDUCATION COMMITTEE.

REPORT

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DEPARTMENTAL COMMITTEE

ON THE

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EDUCATION AND MORAL INSTRUCTION OF PRISONERS IN LOCAL AND CONVICT PRISONS.

MINUTES OF EVIDENCE, ANALYSIS, INDEX, AND APPENDIX.

Presented to both Houses of Parliament by Command of Her Majesty.

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Collingwood, Miss H. B.	Assistant-Superintendent, H.M. Convict Prison, Aylesbury.	4211–4277
Crellin, Rev. C.	Chaplain, H.M. Convict Prison, Borstal	3506–3593
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Mansell, Rev. H.	Chaplain, H.M. Prison, Nottingham	471–558*a*
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Norton, The Right Hon. Lord	Member of Visiting Committee, H.M. Prison, Warwick.	5042–5051

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PRISONERS' EDUCATION COMMITTEE.

MINUTES OF EVIDENCE

TAKEN BEFORE THE

DEPARTMENTAL COMMITTEE

ON THE

EDUCATION AND MORAL INSTRUCTION OF PRISONERS IN LOCAL AND CONVICT PRISONS.

FIRST DAY.

Home Office, Thursday, 13th February 1896.

PRESENT:

R. S. MITFORD, Esq. (*Chairman*).

The Hon. Mrs. E. S. TALBOT.
Major-General C. A. SIM.
The Rev. G. P. MERRICK.
Captain C. EARDLEY-WILMOT (*Secretary*).

The Rev. W. F. STOCKEN called and examined.

Rev. W. F. Stocken.
13 Feb. 1896.

1. (*Chairman.*) You are chaplain at Pentonville Prison?—Yes.

2. How long have you been there?—Thirty years, next May.

3. All at Pentonville Prison?—Yes, and Coldbath Fields.

4. Do you think the present system is altogether satisfactory?—The results with us, I think, you will find so. I had a long list of questions from you, and you will see from my reply the results of the 100 prisoners who were last discharged from Pentonville, and who had been under school instruction, and I think you will find from the return that it is very fairly satisfactory.

5. Do you approve of the present limits as regards the length of sentence?—Yes, four months is quite small enough; we have tried it at Coldbath Fields and found three months quite unsuccessful.

6. It was the rule of the Educational Committee in the circular which was first sent round to you?—We tried it at Coldbath Fields and found it quite unsuccessful, because, you see, a man has to do his first month on the tread-wheel, and then there is a chance of his being reported and not able to receive instruction during the time he is under punishment, so that it reduces the remaining two months to about six weeks.

7. You are not in favour of any extension?—Not at all; it utterly failed at Coldbath Fields. When this school instruction was first started they had no other employment than school teaching, so that it was a very good test.

8. They had no other duties to perform?—No.

9. Do you approve of the present limit of age to 40?—I would not have them beyond 40. The question is whether 40 is not too old in some cases. When a man has had his brain lie fallow for 40 years, it is very difficult to get his "A B C" into him. We have had cases where it has been impossible to teach a man his letters.

10. Take the case of prisoners who may have forgotten what they have learned. You would be in favour of teaching them again?—Oh, yes; they very easily pick up lost knowledge.

11. Do you have many juveniles at Pentonville?—Not very many now; about seven to twelve you would find our numbers.

12. Are they always taught in class?—Yes; an hour every day by the schoolmaster.

13. Are the prisoners in Class I. taught in class?—Yes, in class, until they can read. We have to reckon these prisoners who are instructed in class over again with those who are instructed cellularly.

14. Have you any preference for one system over the other?—I think the best way of dealing with our prisoners is a wise isolation, and as we are fairly successful in giving instruction in the cell, that is very much to be preferred. The only objection, perhaps, is that we have not such an oversight of the schoolmasters in going about the prison, and in the cells. We cannot see them doing their work. In instruction in class, of course, we can go in and remain in school while the instruction is being given, but we cannot do that in cellular instruction.

15. Do you think they learn more in cellular instruction?—No, I think not.

16. Yet you prefer the cellular system?—Yes, on account of the isolation.

17. Do you hold examinations at regular intervals?—Oh, yes.

18. How often?—Quarterly.

19. Are these held by yourself or by the schoolmasters? By me; of course they collect the men for me, and I have them the sum to do and hear them read and see them writing.

20. The actual examination is conducted by you?—Yes.

21. And the results are recorded regularly?—Yes, in the Education Register; and also I have another examination every Monday, if necessary, to examine those prisoners who are still under school instruction, and who will be discharged during the week, so that every prisoner has a final examination.

22. I take it that each prisoner gets on an average about 20 minutes' education about twice a week?—15

Rev. W. F. Stocken.

13 Feb. 1896.

minutes only is the limit. Even in that case the circular says "if possible." "Fifteen minutes if possible."

23. Do you think that is sufficient?—I do. It struck me as being very strange, and I thought it very absurd at first, but it does do. Besides having this instruction twice a week, the schoolmaster leaves them work to do for him the next time he comes.

24. I suppose that a good many of them really help to educate themselves by reading?—Yes, some of them are very desirous, others are just the reverse. They tell you: "We have got on very well without reading and writing "up to the present, and we don't want it now."

25. Do you still insist upon their being taught?—If they show no desire and no improvement I recommend the governor to dismiss them from school.

26. Are you satisfied with the qualifications of your teaching staff?—Yes, I think they are quite up to their work.

27. How many have you?—Only two, I am sorry to say, and they have also to do the letter writing and petitioning, and various other work.

28. You have a schoolmaster and schoolmaster-warder?—Yes.

29. What do their other duties consist of in addition to teaching?—The distribution of the books. In the "C" ward it really takes a man the whole of his day to distribute the books. I get no teaching out of him whatever. He does not even do the letter writing. I have to appoint the warder schoolmaster to do the writing of the petitions on that day. Besides the instruction, the schoolmasters have to keep the library in order, and look over the books as they come in from the prisoners; then they have to distribute the books; give every man a Bible and Prayer-book and hymn book, and a tract on his admission into prison. They take them down to the reception-room, and give them to the prisoners, and also receive in the reception-room the books of those who are to be discharged. I should like to speak to you about that, if I might. If these books, the Bible, Prayer-book, and hymn book, were made cell property—each cell to have its Bible, Prayer-book, and hymn book.

30. As part of the cell equipment?—Yes; that would save an immensity of trouble—and also with regard to the slates—they tell me that the slates that are given up are too heavy for a man to carry, then that would save an immense deal of trouble to my schoolmasters. It would give the officers a little trouble in looking after the books. It would save all that carting down in the first instance, and it would save them being carted back again only to be carted down again the next morning.

31. Would it be more difficult to fix the responsibility upon the prisoner?—I think it would be less, because the warder would give them out—he would supervise them with the other property in the cell. The objection, of course, of the governor's is, that it would increase the work of his staff. We used to do it at Coldbath Fields under the magistrates; it was done very successfully indeed.

32. Do you think it would be possible to utilise the dinner hour for purposes of education?—I do not see how it could well be done. The prisoners look upon that hour as a leisure hour, an hour which they can use in any way they like, in many instances they take their beds down and go to sleep. Of course, if it was ordered to be done it would be done, but then you see, you would take the schoolmaster off their dinner hour, and have to allow them another time for their dinner.

33. Then the prisoner has about 1½ hours in his cell, and I suppose it takes him about 10 minutes to eat his dinner, and the rest of his time he is asleep. Do you see any objection to utilising that time?—No; that is the time I use myself for privately visiting them.

34. Do you think the prisoners would raise any objection to being visited and educated by the schoolmaster during that time?—I do not see that they should; I do not see any reason why they should object to it. But you quite see, if you occupy the schoolmasters' time during the dinner hour, you will have to give them a dinner hour at another time of the day, when they would be doing the same work, so I do not see what you would gain.

35. You know that the Act of Parliament says that education shall be given, provided it does not interfere with the ordinary hours of labour?—That is another difficulty that my schoolmasters have in watching for these men before they go out for their labour and after they come in. It makes it every difficult for the schoolmasters having to watch for them.

36. That was the reason I asked you the question as to whether the dinner hour could not be utilised?—Yes, that would make it a little easier for them then. At 1.30 they begin their work now.

37. (*Major-General Sim.*) What are they doing at half-past one?—They go down to give out the Bibles—I am wrong there, I think they are preparing the library books.

38. (*Chairman.*) If a prisoner asks for a library book do you let him have it?—Directly I find that a man can read sufficiently to appreciate a library book he has it.

39. Would you be in favour of allowing a prisoner in the second stage to have a library book?—No, I do not think I should.

40. You prefer the present system?—Yes, I do; I am sure it is advisable.

41. Do you think that these prisoners should be allowed a book in their cells on Sundays?—They have four—tract-book, hymn book, Bible, and Prayer-book.

42. That is all they get to read on Sunday afternoons?—Yes.

43. Would you be in favour of allowing them a book on moral instruction?—No, I do not think I should.

44. Do you think it is desirable to have a larger distribution of library books?—No, they are changed once a week now.

45. Supposing a prisoner asks to have a change sooner, would it be allowed?—That would be a different case, we always do that if his reason is a good one. But sometimes a man asks in order to get a second book without any special reason, then I do not take any notice of that.

46. What means have you for their moral instruction?—Besides the services in the chapel?

47. Yes?—Well, there are the chaplain's visits; I always see the long-term prisoners about once in three months. I always go to any man who wants to be prepared for confirmation, and give him books, and help him in the matter. I also give special instruction to those who apply to receive the Holy Communion. Then, of course, they have these religious books, and they can help themselves, but it is very few of them I can ever persuade to devote themselves to study Divine things. They have no backbone in them. They like to get a little superficial knowledge, but as to making it perfect they do not appreciate that at all.

48. Have you ever thought of the possibility of giving lectures to prisoners?—Never.

49. You know that one of the specific recommendations of the Committee that recently sat on Prisons was that lectures should be given?—They do not appreciate what they have now—not to make use of it. That is one objection I have, and another is this, that, as I said before, the more isolated you keep the prisoners the better. They do not do each other any good when they are assembled for certain purposes, even now, at exercise—chapel—talking will go on, and corrupt talking, too, and therefore, on that account of it being an additional collection of prisoners together it would be a very great objection to having lectures; we have no room for them in our place.

50. You do not think it would be possible to establish a class in the ward on the basement?—Well, it would interfere with the cells and the prisoners in that ward, and the business of the ward.

51. (*Hon. Mrs. Talbot.*) Cannot they be set so far apart that they cannot speak to one another?—No, they have other means of communicating with one another besides talking.

52. (*Mr. Merrick.*) The numbers are so great, and the accommodation so small it is impossible?—The area of the place is limited, and the numbers are so large, it is impossible to do more than they do.

53. (*Chairman.*) Supposing you and the governor were to try and arrange one of these classes and to select the prisoners. Would it be possible to arrange that?—I was speaking with the governor on that point, and he is very averse, indeed, on account of the association of the prisoners, and also it would interfere with the routine of the prison. I said to him, "Would you say it is impossible." He said, "No, if it is ordered we shall have to make time "somehow or other;" but he did not seem at all to like th idea of trying these lectures.

54. Do you think that your schoolmaster would be capable of giving a lecture on some subject, such as temperance, thrift, or some moral subject of that kind?—No, I think not.

55. Have you any suggestions to make, generally, on the subject of education? Are there any improvements or alterations which you would like to suggest?—No, I think not. As we carry on the school instruction in Pentonville I do not know of any improvement upon it.

56. On the whole you think it is satisfactory as it stands?—Yes.

57. (*Major-General Sim.*) You do not think it is possible to find any more time than 15 minutes twice a week?—I am sure you would find if you took out the walking from cell to cell it would be scarcely 15 minutes.

58. Then, of course, if you could use the dinner hour it might be possible, say, to arrange that the 15 minutes twice a week might be concentrated into a 30 minutes' lecture, because you see, so far as I gather from you, that there are supposed to be some of the prisoners who occupy themselves in their cells in getting a certain amount of improvement?—Very few.

59. Then if there was found room for this, they might be the ones to benefit by the lectures if they were given?—They benefit by themselves already.

60. You think they get greater benefit from that?—Yes, far; I have the instance of a man now, one of our most successful prisoners, a man who was at Whiteley's. He was confirmed, and he passed the best confirmation examination of all the candidates. Of course that was an exceptional case, but it shows what can be done.

61. In an indirect way, most probably, your instruction will teach a man more, who wants to learn, than that of the schoolmaster?—I do not know that.

62. A man who wants to learn can get a great deal more?—Yes; all these men do get moral instruction in this way. I say, "Give me something to go by, what have "you done; how much of your catechism have you "learned?" They are continually having moral instruction in that way.

63. About how many per cent. do you calculate that you can teach like that; one, two, three, four per cent.?—I would limit it to five.

64. You do not think that even that five would benefit by lectures?—No, they do not want the lectures.

65. Do not you think it would be rather an advantage to you, as you would see these better men oftener?—But now I deal with them individually; but if I have them in class that is quite another matter. Individual instruction is far better than instruction by means of lecture. At the university we pick up scarcely anything from our lectures, but get almost all from our private tutors.

66. You do not think they would benefit by them?—No, very little. I would rather have the men to deal with individually. They come to chapel for the purpose of being taught, and they really do listen to the sermons. If you can keep them as much as possible in one groove it is better for them.

67. (*Chairman.*) Do you ever get any clergyman from outside to come in?—Yes, we had Canon Jacob, the present Bishop of Newcastle, the other day, and they were delighted with him. They thought they had never heard anything like it. We have had others who are very inferior—who mingled plenty of water with the instruction—and the prisoners were also delighted with those. The prisoners liked it very much—being so fond of change. I think that is partly what I mean by isolation. They should be kept from anything of an exciting nature. If we were to have our services like the Salvation Army we should have lots of prisoners converted, but we make our chapel services as free from excitement as possible, and very quiet.

68. (*Major-General Sim.*) You do not have much singing at your services?—Yes, we have a great deal of singing at our services.

69. (*Hon. Mrs. Talbot.*) How do you mean that you keep the services very quiet?—Without any excitement—our sermons are all very quiet and there is nothing at all to influence them in the way that they are supposed to be influenced by the Salvation Army.

70. (*Chairman.*) You do not arouse emotional excitement?—No, nothing of that kind. I think it is the only way of getting anything sound—any sound foundation—in the prisoner.

71. (*Major-General Sim.*) You have some men with very good voices sometimes?—Yes, and a good knowledge of music. I am afraid, you know, you are taking all our long-term prisoners away from us. I doubt whether I shall be able to keep up the choir and keep the organist. I am thinking of suggesting to the governor to ask you if you will send and inquire at some other prison for an organist. If he is a "star-class" man he will be kept very much by himself. I should think he could exercise by himself in the same yard with other prisoners, but still by himself.

72. (*Mr. Merrick.*) What is the objection to your employing the services of an organist?—The money; I think you only allow 4*l.* a year.

73. (*Chairman.*) The Treasury authority is to pay 4*l.* a year to a prison officer for playing, and 10*l.* a year for an outsider. If you have no sufficiently qualified officer in the prison you are at liberty to recommend an outsider and pay him 10*l.* a year?—I have tried the officers and they will not give up their Sundays for 4*l.* a year. I have had sometimes to educate or get educated a man who can play the piano.

(*Chairman.*) The Commissioners would make no difficulty about that if you could find someone.

74. (*Mr. Merrick.*) In your neighbourhood you would probably be able to find a young man—a clerk, or someone of that sort—who would be glad to eke out his income by playing your organ for 10*l.* a year. How much progress do you think your scholars make during three months—not the first three months, but the second three months—a standard?—No, not all of them. It varies with the attainments of the man, and also, of course, as to his capabilities. Some men I dismiss school; I pass them out at the first three months' examination.

75. Because you find they have no capacity?—No; pass them out as qualified.

75*a*. Take it that a man is fairly industrious, how much progress do you think he makes in three months?—That I could not tell you. I have never considered the point.

76. Did I understand you to say just now that you hold examinations every three months?—Yes.

77. You keep no actual account of the progress made?—No.

78. I thought you, probably, would make a note?—Only in my character book; such as "School improvement," "No school improvement"; but no definite information with regard to the progress.

79. Do you think, as a rule, that a man would make the progress of one standard?—As a rule I should think not.

80. You mentioned just now that the discipline duties of the schoolmaster interfered with his other duties. What are they?—The school instruction is made subservient to the rules of the prison and the work of the prisoner. I meant, for instance, as I told you just now, that with regard to those prisoners who are employed at work, the schoolmaster has to watch for them. The discipline duties interfere to a certain extent with the other. The schoolmasters have to go out and in—the instruction has to be carried on at all sorts of hours in between other duties.

81. (*Chairman.*) You mean it is dependent on how the prisoners are employed?—Yes, and how much there is of letter writing and petition writing in the course of the day. I have drawn you a rough estimate, but it is rough because they are in and out with the instruction with other duties.

82. With duties which belong to their particular department?—Yes, nothing to do with discipline. They are employed entirely on schoolmaster's work as set forth by the circular, plus letter writing, petition writing, and work connected with the library.

83. That applies to the school-master warder as well as to the schoolmaster?—Yes.

84. (*Mr. Merrick.*) Is he employed after 6 o'clock in the evening?—No, he goes away about 5.30.

85. Is he engaged at all on any night or evening duty?—No.

86. (*Chairman.*) Does all that apply to the warder-schoolmaster?—Both.

87. Are they employed on Sundays at all?—They can be, but I always contrive to let them off.

88. They are not employed in discipline duty if you do not require them?—No, I forego their attendance because I think perhaps they require the rest.

89. Saturday afternoons in the same way?—Yes, if all the work is done at 12 o'clock they go.

90. Are they off duty every Saturday and Sunday?—Yes.

91. Then the warder-schoolmaster does not take it alternately with other officers?—No.

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92. (*Mr. Merrick.*) Do you make any difference between these two prisoners; one who comes in eligible for instruction, and another one who comes in who has received instruction before, and during the time he has been out he has made no use of what he has learned. Do you admit a man a second time to the school privileges?—Yes, we do, except in the case of convicts. Then if he has not learned sufficient in five years he will not do it in two. With regard to the prisoners who come in a second time, they may not have been long under school instruction, but with regard to a man who had been in two years or eighteen months, he would either pass out of school in that time or else he would be dismissed from incapacity of some sort. But then I do sometimes go back, we trace a man back after two years, and we see what his degree of instruction was when he left two years ago, and we compare that with the examination which he passes on admission.

93. Suppose you examined a man and found he had made no use whatever, would you consider him qualified for further instruction?—It depends on how long he had been under instruction previously.

94. Supposing it were four months?—Oh, yes, take him on again, of course. I must take him on should he not pass the standard at the admission examination, but we try to show them that it is a privilege.

95. In teaching in class do you think that the spirit of emulation comes in?—There was no emulation at Coldbath Fields, when we used to teach them in class.

96. (*Chairman.*) I should like to know whether there are objections from a disciplinary point of view to class teaching?—Yes, they will communicate, perhaps with their feet, under the table.

97. Can you conceive any objection to the cellular system from the point of view of the schoolmaster. I mean, giving to the scholar fifteen minutes when practically one minute's direction would suffice?—He does not do that. For instance, if he goes to a prisoner who does not want any instruction in reading, he does not bother about the reading, and the same with the writing. We have hosts of men who come in that can read and write sufficient to pass the standard, but cannot do their arithmetic, so I tell the schoolmaster to teach those men their arithmetic.

98. (*Mr. Merrick.*) You do not think that the energies of the schoolmaster are wasted in giving 15 minutes to any prisoner?—No, I do not think so; they are only too glad to give five minutes if that will do and be off to the next.

99. You have an examination when the prisoners come in and when they go out?—Yes, I want you to understand that. It is supposed that I examine everybody on admission, but I have answered that in your questions, and I said "Except when the admissions are too numerous, "then the schoolmaster assists me in my presence, and in "any case of difficulty or doubt he comas to me for "further instruction as to how he shall deal with a man." Of course sometimes I have no time to examine them myself, so I depute him to do it.

100. Do you examine every one who comes in?—No, only those who are eligible for instruction.

101. (*Chairman.*) Do you get many prisoners who can neither read nor write?—Yes, many.

102. (*Mr. Merrick.*) Do you think that the Education Act has affected your numbers in that way?—Yes, but I fear not to any considerable degree. The schoolmasters tell me that we should be astonished at the numbers of boys who have passed the Fifth and Sixth Standards who cannot do a simple sum. School board teaching is so superficial that it goes away from them.

103. How much time is devoted five days a week to the purposes of instruction, 5 hours or 10 hours?—Monday, 6¾ hours; Tuesday, 5 hours; Wednesday, 3 hours; Thursday, 4 hours; Friday, 5 hours; Saturday, 3 hours.

104. The officers, I suppose, come round with dinner tins about a quarter to 12, or that, practically, it would only be from 11 to 11.45?—No, it would be to 12. Then you may always take out an hour for the boys' class.

105. You see you require 22 hours for their prisoners, so that you lose 17 hours a week for the purposes of instruction?—We always give between 12 and 1. Dividing that 22 hours by 2 that means 11 hours for each schoolmaster, so that by having instruction in the dinner hour you would abridge the time for instruction very materially, and would take it away from the afternoon and also from the morning. That would mean that you would get for the two schoolmasters 10 hours, most of the week; and if you gave them their dinner hour at 1.20 you would make it difficult to allow them to catch their men.

106. (*Chairman.*) Is not instruction given between 5.30 and 6?—No, all is shut up then.

107. (*Major-General Sim.*) What time do they have tea?—Between 5.30 and 6, and then double locked up.

108. (*Mr. Merrick.*) Do your scholars occupy contiguous cells?—No, they are all about the place.

109. The discipline department gives you every facility for instruction?—None at all. They might keep the prisoners in their cells that would be visited by the schoolmaster.

110. (*Chairman.*) I am afraid the governor would not fall in with that suggestion?—No.

111. (*Mr. Merrick.*) We carried it out once at Millbank. We always had the scholars in contiguous cells, and it saved a great deal of time. We got through a great deal of work very satisfactorily.

112. (*Chairman.*) I should think the governor would help you as much as lay in his power?—They seem to put men in cells which are close to their work—for instance, the blacksmiths near their work and the carpenters near their work. It would make it a little more difficult for the warders to collect them. Now they are put into cells which are quite close to one another.

113. (*Mr. Merrick.*) In fact, it is transferring the difficulty of collecting the prisoners from the shoulders of the schoolmasters to the shoulders of the warders?—Yes; I do not see that it is any part of the schoolmasters' duty to collect men who are learning A B C for their class examination. I think the discipline officers should do this collecting.

114. You said just now the cellular system is satisfactory. Did I understand that you approved of the cellular system, or that you thought you worked it out as satisfactory as it could be worked?—I prefer the cellular instruction, and if you will look at these numbers (*handing in document*) I think you will find it satisfactory. These are the last 100 prisoners who were discharged.

115. About the books; do you approve of the present catalogue?—Yes, I think there is a good choice of books from the catalogue.

116. What kind of book do you think the prisoner appreciates most?—Well, that rather varies.

117. Periodicals, novels, or histories?—I do not have any periodicals because of the difficulty of having them bound properly, and getting them month by month, instead of having them at the year's end.

118. Supposing a system of giving lectures were introduced into the prison, would those lectures be considered, on the part of the prisoner, as a privilege or a part of the prison discipline?—I should think they would consider them very troublesome unless they are made very attractive.

119. How would you make them attractive?—I never considered that; the prisoner would probably regard it as a privilege if you were to ask him, because he would have the opportunity of communicating.

120. I find in comparing some returns which I have here, that out of 1,083 prisoners 55 were receiving school instruction, and in another prison where they have about one-third of your numbers they have 54 receiving school instruction. That would imply that there was a different standard of examination, or a different class of prisoner? I think the class of prisoner is the same in both prisons, and it is suggested to me that it might be a different standard of examination. What is your standard?—To read fairly fluently. If a man can read fluently the third standard then he is passed for reading. Then he must write—we do not look at the spelling at all—merely at the writing. If he can write a simple sentence such as "I had just received your letter" fairly well that does for writing; we do not go in for good writing. With regard to the arithmetic he must be able to do a simple money sum of a couple of lines.

121. Do you mean division?—No, addition. We are not instructed by the Prison Commissioners to teach the men simple addition before they learn money sums.

122. (*Chairman.*) Have the Commissioners ever laid down what arithmetic should be taught to prisoners?—Yes, that they should be able to add up money sums.

123. I am not aware that it has ever been laid down that they should learn nothing but addition?—We do not go further—we should have to keep them for a much longer time.

124. (*Mr. Merrick.*) Do not you think the power of doing a multiplication sum in money is a very good equipment for a man. Would it not be a good thing, for instance, if

he could calculate how much six days' work would come to at half-a-crown day?—They are very sharp about a thing of that sort.

125. Do they appreciate the school instruction as a rule?—They cannot look far enough into the future to know how much they earn in a day and how much it would be in the six days of a week. You would find that it would add very much to the numbers of our schools if you were to teach them multiplication, subtraction, and division.

126. (*Chairman.*) Would that be an advantage?—Yes, it might be an advantage, but I am afraid we should never be able to do it.

127. You mean without an addition to the staff?—Yes.

128. Do you think that the prisoners generally appreciate the educational system?—Some few are very desirous to learn, but they are very few. Most take it as a part of the prison duties.

129. You said a short time ago that your schoolmaster and warder-schoolmaster generally went off duty at 12 o'clock on Saturday. Is that every Saturday?—Yes, provided the work is finished.

130. The warder-schoolmaster does not take alternate duty with the other officers?—No.

131. Is there any authority for that?—I should think so, because it has been so from the very first. The warder-schoolmasters were transferred from Wandsworth. None of them were ever with us on Sunday.

132. You know that the rule is that discipline officers shall have alternate Sundays off?—I think it was looked at as a privilege of the schoolmaster and schoolmaster-warder. I think there is something in the rule that the warder-schoolmaster is not to be employed in any discipline duties if his other duties take the whole of his time.

133. He does not do evening duty between 6 and 10?—No.

134. He does not sleep in?—No.

135. He does not go on escort duty?—No.

136. Supposing that the schoolmaster and the schoolmaster-warder take it in turns to take Saturday and Sunday off duty. Would it be possible for one of them to do any teaching in the way of moral instruction?—You see, Saturday is a clearing-up day for us.

136*a*. I am speaking of Sunday afternoons?—That depends upon the hour, whether it would interfere with the exercise, and then, of course, the chapel services coming in rather cuts up the day.

137. What time is the exercise given on Sundays?—Mostly in the morning, just before chapel. I do not know whether there is any in the afternoon, but I frequently see them at exercise in the morning. But it is very difficult to get anything new to fit in with all the arrangements—exercise, dinner, and other things in the prison. I do not think you could utilise them to any great extent if you were to have them on Sundays. Our chapel holds by far the greater part of the prisoners—800 to 820, I think it is, the chapel holds, and we number 1,100, but from that you will have to deduct the Roman Catholics and the men in the infirmary. I do not think it would be much good to utilise them.

138. (*Mr. Merrick.*) You think it adds to the authority of the schoolmaster to wear a distinctive uniform?—Yes; the other day a prisoner told me he had never seen the schoolmaster, although he had been there over four months, so I called up the schoolmasters and asked them how it was. They could not make it out, and said they had been, and then it turned out that the prisoner did not think he was the schoolmaster because he wore uniform.

139. (*Chairman.*) That was the schoolmaster-warder?—Yes, he thought he had not been to him.

140. (*Mr. Merrick.*) Which about proves, then, I think, that they should be in plain clothes. Would you recommend that a diary should be made out by the schoolmaster of the duties he performs every day?—I have done a little in that way. At the end of every month I request them to send in to me the numbers of all the prisoners under school instruction, with a note signed by them that they have received the full amount of instruction due to them. That is one little point with regard to the cellular instruction over which I have not complete control; if we had a tricky man to deal with, I do not see how we should find him out.

141. (*Chairman.*) The monthly record kept by the schoolmaster does not show any record of progress. It has no value as to the results of the instruction?—No, except that unless the schoolmaster is thoroughly untruthful he never could make out the numbers so as to show that all these prisoners had received their full instruction. It is not intended as a record of progress made, but merely to show me that they are doing the work which is required of them.

142. (*Major-General Sim.*) Who are your teachers, and what class of men are they?—The warder-schoolmaster was a sub-warder at Wandsworth, and he has passed the examination required by the Educational Committee, and was appointed as warder-schoolmaster; but the other—Greenfield—was appointed by the magistrates.

143. (*Chairman.*) He is not a certificated schoolmaster—No; he has attempted the examination and failed.

144. (*Mr. Merrick.*) Would you lay it down as a *sine quâ non* that he should be certificated?—No, I think it is not necessary for the teaching that is required in a prison. I think you ought to send a certificated man for the head schoolmaster. Of course it would be better, but not necessary, for them all to be certificated.

145. Have you a room where the boys are placed when they are taught together?—I am sorry to say they are taken into the chapel, which I object to strongly. We have no rooms at Pentonville at all.

146. A cell would not be large enough?—No.

147. How many boys have you in class now?—I think there are about nine now.

148. (*Chairman.*) Is there no room available for any purpose of that kind?—No, none whatever.

149. (*Mr. Merrick.*) Have you any desks?—There are a few desks which we, of course, use for the boys. We teach the boys down in the "C." ward. It is the men who go into the chapel.

150. (*Hon. Mrs. Talbot.*) Have you ever found any bad results from your teaching?—I have not experienced that, but I have no doubt that others have. I have never come across a man who has said, "Well, you taught me to forge."

151. (*Major-General Sim.*) You do not think it ever does any harm?—I do not think they are sufficiently instructed in writing for that. We do not go into fine writing at all. If they can write sufficiently to send a letter off that is sufficient. We do not mind the spelling.

152. (*Chairman.*) You do not teach them spelling at all?—They are taught spelling to a certain extent in their reading books, but it is not specially taught.

153. (*Mr. Merrick.*) Your men get two lessons weekly?—Yes.

153*a*. You have to give them those lessons whenever you find an opportunity?—Yes.

154. (*Major-General Sim.*) In the changing of books by the librarian, would you be able to get the men quicker into their cells, in order to receive instruction, because they knew their book was coming?—No, the books are done straight off; he goes from one cell to another.

155. (*Chairman.*) Is it also part of his duty to examine the library books?—Yes, but it is a duty which I am afraid is very casually done. There is no time for it. When you come to think of the number of books, there is no time. We should want another schoolmaster for it.

156. (*Mr. Merrick.*) Does he take out the fly-leaves?—Yes, and also the pictures.

157. Does your schoolmaster write letters for prisoners who have reached the second or third standard?—No, not the third standard, because they can write themselves then.

158. (*Major-General Sim.*) How many prisoners are there in Pentonville altogether?—I think there is room for 1,160.

159. Of which you said about 800 come to your chapel?—I think it holds about 850; whether that includes the warders I am not quite sure.

160. (*Mr. Merrick.*) Do you use copy-books?—No, slates, which ought to be made cell property instead of being carried about from reception room to cell and back again.

161. (*Chairman.*) I see you state that one of the schoolmasters has to clean the prisoners' slates?—Yes, that is in my examination. He prepares the slate for each prisoner.

162. Are there any suggestions you have to make generally or specifically?—No, none; I do not see how the work can be carried on more effectually than it is under existing circumstances.

163. You are unable to suggest any improvements?—I should be very glad to hear if there are considered to be any improvements.

(*Chairman.*) That is what we are trying to ascertain; we must get through the inquiry before we can suggest any improvements.

SECOND DAY.

Home Office, Monday, 17th February 1896.

PRESENT:

R. S. MITFORD, Esq. (*Chairman*).

Hon. Mrs. E. S. TALBOT.
Major-General C. A. SIM.
Rev. G. P. MERRICK.
Captain C. EARDLEY-WILMOT (*Secretary*).

Rev. O. F. Pigot.
17 Feb. 1896.

Rev. O. F. PIGOT called and examined.

164. (*Chairman.*) You are Chaplain of Wandsworth Prison?—Yes.

165. You have a long experience of prisons?—Yes, at Kirkdale, and since then at Wandsworth; 27 years in all.

166. Do you think the present system of education in prisons is satisfactory?—I think there are some improvements which might be made.

167. Would you say what they are?—I think, first of all, that schoolmasters ought not to be warders. I have held that opinion for many years. It is an anomaly as it stands now, because a warder has no right to be familiar with a prisoner. The schoolmaster ought to support the chaplain—I am not speaking personally at all. I think the hours are too long. They come in at 6 o'clock, and they are on duty till 6, with the exception of about 1½ hours for dinner.

168. That is because they are considered disciplinary officers?—Yes. I think the hours should be from 9 till 5; they would do their work better.

169. They take Saturdays alternately now?—Yes, of course, they should take it in turns; I quite agree with that.

170. Have you any other suggestion to make?—There are several here I should like to make. I think that the progress that the prisoners make is, on the whole, distinctly satisfactory. I am sorry to say that the religious standard is miserably low.

171. Do you think the results show progress?—I should say that. With regard to religious instruction, that is connected with the question as to lectures. I would deal with that first of all. I think that those who address the prisoners should be very careful that they do not say anything which might cause unsteadiness. Even the slightest jocular allusion would sometimes have this effect.

172. You approve of the lectures being given?—I should be delighted personally to have them; it depends on who gives them.

172*a*. Would any of your teachers be capable of giving a lecture of that kind?—Not as we are now. We are very short-handed, having just lost a very good man, who is transferred to the chief-wardership of Reading Gaol. The Home Office have not sent us down another teacher. We want one to take the place of headmaster, so to speak.

173. You have no certificated teacher?—No.

174. Supposing you, or any one selected, would be willing to give lectures, could it be arranged?—Yes.

175. Where would you have it, in the chapel?—I do not know about that.

176. Would you object to that?—I do not see why one should.

177. It is really a matter of sentiment, some chaplains would not like to see the chapel used for that purpose, but you would not see any objection?—No. Every morning I give religious instruction after a regular system, the Old Testament, the New Testament, the Church Catechism, and the Prayer-book. Of course it is more difficult to give a short instruction than a long one. We examine when they come in on religious questions, and I generally take the texts of our Lord's miracles and parables, and simple doctrine.

178. Do you examine the prisoners yourself?—Yes, the system is this way: the senior chaplain has the receptions one week, and then the junior chaplain takes the discharges, and *vice versâ*; and we each examine those that are sentenced to four months and over.

179. Do you have any quarterly examinations?—The examinations take place when they come in and when they go out. It used to be that I should examine periodically; then there was another direction came down—that it was not necessary except when they came in and went out. In regard to the religious information I arrange columns like this—

0, means utterly ignorant.
1, means they know a little.
2, means that they do not require further instruction.

In regard to the secular examination—

1, means that they can hardly tell their letters.
2, that they can just read monosyllables and write their name; and
3, that they can do well, and do not require any instruction.

180. Do you find you receive prisoners who are unable to read or write?—Some; but there are a number of people, educated prisoners, who come in—you may tell by the way in which they handle their Prayer-books and Bibles, and by the manner in which they can join in the hymns.

181. As to the time actually spent in teaching, what is the actual amount given weekly?—I have got it all down here (*reading*): "Time spent by each teacher during the "day, one hour," and then otherwise employed attending chaplain, letters, and library. There is an enormous library. We have about 15,000 volumes for the prisoners, and these books have to be delivered once a week.

182. Each prisoner gets about 20 minutes twice a week?—Yes, it is 15 or 20 minutes, I think.

183. Do you think that is sufficient?—I cannot say I do, but I do not see how it could be remedied. We have only one schoolmaster now, whereas we used to have three.

184. Do you see any objection to teaching being given during the dinner hour?—Well, I think they would rather grumble about that.

184*a*. The prisoners?—I think so.

185. At present they have about 1½ hours for dinner. They take about 10 minutes to get it, and, I suppose, are asleep the rest of the time. Could not the schoolmaster utilise this time?—I certainly think that it would be very useful to utilise it.

186. (*Major-General Sim.*) Is not that rather a difficulty for your masters, being able to get them for cellular instruction?—No, I think not. There are certain men that are taught at 1.30 to 2, directly the officers come in from dinner.

187. (*Chairman.*) That is class teaching?—Yes; in the cellular visiting I am afraid he is obliged to take them as he can find them.

187*a*. You have a room available?—Yes a large room.

188. (*Major-General Sim.*) You do not think it would be objectionable to have the men in there for lectures?—No, it would be very convenient, because it is central.

189. It would not be contrary to discipline?—No, I should think not.

190. (*Chairman.*) Do you think it would lead to breaches of discipline?—No, they would be placed so that they could not communicate—it is far more easy in church.

191. (*Major-General Sim.*) As to the number of men that have secular instruction; about how many do you think would take an interest in lectures, because, possibly you would not suggest that they should all go to lectures; about how many in your prison would take an interest in them?—I should think that most of the fairly educated would.

192. Of course, as you say, that is rather a large number?—First of all they would come from curiosity; but I think

that they would have to be taught to take an interest in them.

193. (*Chairman.*) You would like to see it tried?—Yes, I should; the only question is to decide about the room and the time that they should take.

194. Are you in favour of class teaching or cellular?—When adult prisoners are taught in a class I think they are rather ashamed of having to learn their letters. When they get cellular teaching they make better progress, but they are not passed on to that until they know their letters.

195. Prisoners who have not passed Standard I. are taught in class?—Yes; the grown-up man feels rather ashamed to show his ignorance. In a very large prison like ours I think it is better that they should be taught in class.

196. If it were possible, would you like to see them all instructed in their cells?—Yes; but it is not possible in such a large prison.

197. (*Hon. Mrs. Talbot.*) Can you teach the men to read and write in class?—Perhaps being together gives a little more emulation.

198. (*Chairman.*) What is your opinion as to the limit of sentence under which the prisoner is not eligible for education unless he is sentenced to four months and over? Do you think the limit should be altered, say, to three months?—As a rule, I think not.

199. Would you give the grounds for your opinion?—In the case of a small per-centage it might be, but not in a majority of cases.

200. Why not? I should like to know your reasons?—The time is not sufficient for them to do it. You would require more teachers.

201. (*Major-General Sim.*) You examine the three months' prisoners?—No.

202. You know nothing about them?—Not myself.

202*a*. They do not come under the rule?—No; they would have to stay in prison longer.

203. (*Chairman.*) You think it is not worth while to teach them?—No.

204. As to the limits of age; do you think 40 is the best limit of age to exclude prisoners?—I think the present limit is quite sufficient.

205. You think it is the right limit?—I think so.

206. You would not extend it to 45 or 50?—As a matter of feeling I would, but I do not think it could be done. I do not think they would be capable of it. You would have to begin to teach him his A, B, C. There is a rule for a man of 40 years of age, if he wishes to receive instruction, to apply to the governor.

207. Not over 40?—Yes, over 40.

208. Then, although 40 is the limit of age laid down, you and the governor can allow it over that age?—Yes; he might put a veto upon it, but if I thought it a desirable case he would allow it.

209. I suppose you often have prisoners come in who have entirely forgotten what they have learned?—I think they are rusty, perhaps.

210. You think it worth while to teach them over again?—I certainly think so.

211. Are you satisfied generally with the qualifications of the teachers you have?—We have only one now. The last that we had was an admirable man, and the present man is a good teacher, but we have only one besides—a warder, who goes round to distribute the books.

212. There is a vacancy?—Yes.

213. Supposing you had all your staff, you think they are sufficiently qualified?—So far—what I have had.

214. You think they are sufficiently qualified to give the education under the present system?—You mean the class of men. I do not know, that is rather a tempting offer. I should like to have men better educated, but I do not think you would be able to get a certificated master. It is not everyone who is fitted for a gaol.

215. We have certificated masters in the convict service, you know?—Have you.

216. (*Major-General Sim.*) You say that Pritchard was a good man. In what way?—He was very useful in teaching, in fact in the performance of all his duties. He was not at all what you would call a bumptious fellow, and he got on very well with the prisoners.

217. I suppose he was sympathetic?—Yes, not too much so.

218. (*Chairman.*) About books. Do you think that the present distribution of library books is sufficient, or would you be in favour of a more frequent distribution?—I think once a week is sufficient.

219. If a prisoner asks for a book more than once a week, would you allow it?—Yes I would. I make a memo. for the schoolmaster to visit him. I always make a note if any complaint is made.

220. Do you find that the prisoners appreciate magazines?—Yes, very much.

221. The prisoner has no book in his cell on Sunday afternoons, has he?—Their books are not taken away, they have the books that were distributed on Saturday.

222. It has been suggested to us that it would save some time and trouble on the part of the schoolmasters if the prisoners' Bible, hymn book, and Prayer-book were made part of the cell equipment, so that the discipline officer would be responsible for the books. Would that be a saving to your teachers?—But they do remain permanently in.

223. You mean the discipline officer should see to it?—Yes.

224. The Bible, Prayer-book, and hymn book should not be issued to a particular prisoner, but should always form part of a cell equipment?—That is so now.

225. (*Mr. Merrick.*) Does the warder take charge of the devotional books or the schoolmaster?—The schoolmaster; but I mean, they are permanent unless they lose those books for misconduct.

226. (*Chairman.*) When the prisoner leaves the books remain?—No, they are taken out.

227. Are the fly-leaves taken out?—Yes.

228. Would that suggestion that has been made to us, if it were carried out, relieve your schoolmasters?—To a certain extent it would—it would greatly ease them.

229. (*Mr. Merrick.*) You would regard it as part of the cell equipment—just as the tin cans, &c.?—Yes, I think that is a very good idea.

230. (*Chairman.*) Are there any alterations or other suggestions you would like to make?—No, I think not.

231. Changing the books in a large prison must take up a good deal of time?—Yes, it is done by the ordinary warder, who is told off to assist.

232. The discipline officer?—Yes.

233. (*Major-General Sim.*) It is not done by the schoolmaster at all then?—Not altogether.

234. Does the discipline officer collect the books?—Yes, he has to come to the prisoners' library for all these books—and then he has a kind of truck on which the books are wheeled by a prisoner.

235. (*Chairman.*) You see no better way of doing it?—No.

236. (*Hon. Mrs. Talbot.*) Who selects the books in your library?—We have a grant every year, and the selection is made from the catalogue authorised by the Home Office.

237. Mostly books of amusement and stories?—Yes, of course they are for grown-up persons. As a rule, they have good healthy novels and the different publications.

238. Do you think it is a liberal supply of books?—Yes, I think so.

239. Have you ever thought whether it would be desirable to have lectures on something like flowers or botany for those men that, perhaps, can read and write pretty well, to interest their minds in something beyond?—Yes, I think so.

240. Has it ever been tried?—I never heard of it.

241. (*Major-General Sim.*) Do you ever find them drawing in their books?—Sometimes, and on their slates.

242. You have not got what you could call illiterates?—Not so many.

243. Then as to letter-writing, most of your men ought to be able to do their letter-writing themselves; but you mentioned that your schoolmaster was very busy in letter-writing?—Yes, there are some who cannot write, but not so many.

244. When do you consider that a man is entitled to the privilege of writing his letter himself? What standard must a man be under to qualify him for the services of a schoolmaster to write his letter for him?—I do not quite understand.

Rev. O. F. Pigot.

17 Feb. 1896

245. You say that the schoolmasters write letters for the prisoners; if a prisoner is up to the second standard, would you allow the schoolmaster to write a letter for him?—If he could write a letter to be understood he would be left to do it himself, but if the schoolmaster saw he was making a muddle of it then he would help him. I think they are only too glad to write if they can do it.

246. (*Mr. Merrick.*) If a man can get a letter written for him, and he is up to the third standard, he will still get it done?—I have been asked sometimes to help a man to write a petition to the Home Secretary.

247. I see in some of the returns that I have that at Wakefield they have 506 prisoners, and out of that number 74 are attending school, whereas at Wandsworth you have 1,031 prisoners, and only 71 attending school. How do you account for that?—I do not know as to that; but it was rather an unfortunate day those figures were taken, as Mr. Pritchard had just left us. But you will find from these papers that there are 404 eligible for instruction.

248. You tell me that there are 404 eligible for instruction. I see in my return here that there are only 71?—But eligible for instruction also means those that are eligible and do not require it.

249. What distinction is that? I should imagine that if they are eligible for instruction they do require it. Have you a different standard of examination at Wandsworth from that which exists at Wakefield?—The examination is simply this:—

If he can only say his letters, No. 1.
If he can read monosyllables, No. 2.
If he can read three-syllable words without hesitation, No. 3.

250. That exempts him from further consideration?—Yes, provided he has passed a simple examination.

251. What is your examination in arithmetic which would exempt him from further schooling?—If he can add up pounds, shillings, pence, and farthings.

252. Only addition?—Yes.

253. You do not go beyond addition?—No.

254. Is there any feeling of emulation by cellular instruction?—No; they really cannot tell what the others are doing.

255. What progress do your scholars make in the course of three months—do you raise them a standard, do you think, in the course of three months?—Yes, I certainly think that. We do not examine them every three months. We examine them when they go out.

256. What duties do your schoolmasters do on Sundays?—They are only on duty every other Sunday.

257. Do they have any evening duties on other days?—They are there till 6 o'clock. They have to do night duty. I was recommending here that they should be exempt from sleeping in the prison.

258. (*Chairman.*) Do they take their turn at evening duty?—I cannot say about that. As warders, they would naturally have to do that. Those who sleep in the prison are on duty till 9, and then the night watchman comes on.

259. (*Mr. Merrick.*) Do you think the prisoners regard education as a privilege or as a matter of prison discipline?—I think, as a privilege.

260. What is your practice as to a prisoner having had school instruction? If he goes out and comes back again, would you take him into the school again?—I would never deny it unless he positively wished to be exempt.

261. Do you give your prisoners a choice in the matter of books?—I can hardly do that; if they wish to have another book I make a note of it.

262. Do they prefer magazines?—The "Popular Educator" is very much liked.

263. Do you make use of picture books?—Yes, for the uneducated. If a man cannot read he will be glad to make use of a picture book.

Rev. J. K. Newton.

Rev. J. K. NEWTON, called and examined.

264. (*Chairman.*) You are chaplain at Oxford Prison?—Yes.

265. Will you tell us what your experience has been as a prison chaplain; in what prisons?—Bath Prison for seven years, and transferred 18 years ago to Oxford.

266. With regard to education, would you say that the present system is satisfactory?—I should think so, speaking generally, but as chaplain of a small prison I have not had to do with this very elaborate scheme. Mine has been more individual. I follow out pretty much the same plan that I did at Bath. Then I had every afternoon from 3 to 6; and the schoolmaster and I took it in turns. We classified the men into first, second, and third standards—sometimes having a total of 30 or 40 to deal with. I took 10 on Tuesday and Thursday and Friday, and then we changed about the next week. When I came to Oxford there was no schoolmaster and none of this system arranged. I then mentioned to Captain Stopford that if he would allow me I would come in every night, and that I did for five years. They were in, it may be, for 12, 15, or 18 months, and then as I saw their capacity or their needs I classified them with some very remarkable results. Since this new scheme has been in operation I have followed it out as much as possible on these lines. Supposing I had six prisoners for instruction, I went to the governor and said, "Will you allow me to "use my discretion; I have so many for half hours "twice a week, and so many extra quarter hours; will "you allow me, not interfering with discipline, to get "them in the morning, or between 9 and 12, or in the "afternoon." And that has been the system since.

267. I think you mentioned just now that some prisoners were instructed between 9 and 12?—Those very likely would be in the cook-house; they would be in various departments or in different ways employed about the prison, perhaps with the artisan warder.

267*a*. Are you satisfied with the qualifications of your schoolmaster?—Thoroughly so, but he has just been transferred to Wakefield, and we have another one coming from Newcastle-on-Tyne. The last schoolmaster and his predecessor were eminently useful men—they were not only good schoolmasters, but they were good men at heart—thoroughly in sympathy with my own department.

268. Do you think they should have any discipline duties to do at all?—I think better not. It is a strong point with me, and has always been, that the chaplain's department should be as much apart from the discipline as possible, and I find that the schoolmaster is of very great use in strengthening and supporting my statements against intemperance, or gambling, or wilful waste of money.

269. You prefer that he should not wear uniform?—Yes, I think so.

270. (*Mr. Merrick.*) What reason have you for thinking that the discipline should be separate from the clerical or chaplain's department?—In the sense that sometimes the schoolmaster might be placed to see a man under punishment, or to see him from the governor's office down to the punishment cell, which would identify him more clearly with the disciplinary side.

271. You think that the two sentiments are likely to conflict in him?—A man of better education would feel that. I find that men of higher education, if they see the schoolmaster to be of a higher type of mind and sympathy, they will often appeal to him apart from myself, and ask in reference to books and other things affecting themselves, which they would hardly ask me.

272. (*Chairman.*) Do you think that the time given for education is sufficient?—Not quite sufficient.

273. Can you suggest any means for giving more time to it, bearing in mind the difficulty of interfering with the hours of labour?—You must interfere in a certain sense with the hours of labour. But when men are keen for instructions I find these little ameliorations stimulate them to make better effort. The schoolmaster comes in contact with them, and they are stimulated to feel that this is a new element—something to lighten their dark hours in prison and to fit them for something better when they go outside. With this object I have spoken to lots of fellows, asking them whether this or that event in connexion with county or municipal or State affairs did not concern them as citizens, and have often stimulated them in that way.

274. Do you think that the dinner hour might be made more use of for the purposes of education?—Yes, and for visits of the chaplain, but there has always been a difficulty with the governor. He would say "How can I leave the "ward in charge of one officer and you going in and out "to first one and then another."

275. Supposing that could be arranged, you think the prisoners would not object?—I am sure not—they would hail it as a great boon. I think, speaking as a chaplain,

I would say, if you required me to spend five hours a day within the prison walls during the disciplinary hours, give me two hours additional, and I will do that with all gladness, if you will include them between 12 and 1.30, or between 6 and 8 in the quiet of the evening.

276. Have you any views on the subject of the rule of four months' minimum sentence as to eligibility for instruction?—I always regretted that it should have gone past three months.

277. You would prefer that it should be three months?—Yes. I always try to appeal to the wider question by saying to the prisoner that it is not so much a punishment—it is time for thought—time to bring to his recollection things that he has forgotten.

278. Do you ever receive any prisoners who are absolutely illiterate?—Yes, not very often, ocasionally we do.

279. You think the prisoners appreciate the education that is bestowed upon them?—They do, thoroughly.

280. Do you have juveniles?—Yes, and they always get an hour each. For the last two or three years the schoolmaster has taken them apart, as there have been very few, and they have each had one hour's instruction a day.

281. As to the age of 40; do you think that is the proper limit?—I think so, generally, but not in every case; but there may be special cases arising, which the governor is always glad to accede to.

282. They have a discretion in the matter?—Yes, I have never found any difficulty in that.

283. Do you think that the distribution of library books is sufficient?—I mentioned this matter to Captain Stopford, and he told me to use my judgment, and I have acted very generally upon that line. For instance, if I see a man more intelligent than another I have never scrupled to give him an extra book—sometimes two or three a week. In the case of prisoners waiting trial I let them have, perhaps, a "Technical Educator," a book on history or one of Scott's or Dickens' novels as a change. I say, "Map out your day; take your history, your Technical "Educator, to fill up the morning, and then take this "other book for the afternoon."

284. That is for unconvicted prisoners?—Yes, and even convicted prisoners, sometimes, who are in for, say, 18 months. After 12 months life becomes very monotonous.

285. Prisoners in the first stage are not entitled to library books; do you think that is a proper restriction?—Yes, they have moral instruction books — Bunyan's "Pilgrim's Progress" and small books on practical subjects, such as hygiene, cleanliness, &c.

286. Have you a good supply for the prisoners' library?—Very—a liberal supply; we have 153 real standard good books.

287. Ample for all your requirements?—Yes, ample for all requirements.

288. It has been thought that it might be an advantage that lectures should be organised for prisoners; have you any views on that point?—I mentioned to Captain Stopford, 17 years ago, that I might be allowed to ask a gentleman on whom I could rely for sympathy and aid to come in on Sundays. This was done; they preached in the morning and in the afternoon, and I am proud to say that Dr. Talbot, the present Bishop of Rochester, was the first to respond to the appeal. It has been attended with much good both to prisoners and officers. In fact, I have carried it out and widened it as much as possible. The late Bishop of Oxford, the Archdeacon of Oxford, the Warden of Keble, and many others have come from time to time.

289. That is, for preaching on Sundays?—Yes.

290. I am thinking more of lectures on different moral subjects; would your schoolmaster be able to take it up?—My late schoolmaster might have done so, but then comes the question of discipline and the hours of labour; if you are willing to give up an hour during the day once a week or fortnight for them to be called in from their labour at 11 o'clock, and then for them to have a service with a hymn or two and just a collect, and then moral instruction until 10 minutes to 12, then their dinner, then they have 1½ hours to cogitate. I think if that could be done, say once a week—as a trial, a tentative measure—I think that it would be very much appreciated, say on temperance. These practical questions that come before all kinds of people now it would show them that they are cared for, that their lives are of some value, they are too good to be wasted in prison. As you are aware I am transferred, or shall be, to Aylesbury Women's Convict Prison. One of my first questions to Captain Stopford was, "Would it be "possible to have a special service on some special subject "suitable to women." He said that it depended entirely upon how it could be arranged not to interfere with discipline, and then I mentioned the question of having friends in to help on Sundays, and his reply was that I could have a free hand. In connexion with Dr. Talbot, his first public appearance after severe illness was to come to preach at Oxford Prison, and when I mentioned the fact through the prison the men said again and again how much they appreciated such sympathy, in the fact that he went, not to the cathedral, but to the prison—the lowest place—first.

291. (*Hon. Mrs. Talbot.*) You have women at Oxford?—Yes, a few.

292. Do you find that they are at all anxious to learn?—Yes. Our sentences are generally very short, but we have a few longer ones just now. In the case of children we invariably draft them to homes, and we rub them up sufficiently so that when the time arrives they have become so far refreshed in their knowledge that they are able to do better.

293. Would you wish to see more feeling shown for the women?—No, I think not.

294. (*Hon. Mrs. Talbot.*) I do not think, as a rule, they care to learn so much as men?—They are, I think, when an interest is really taken in them. They may be a little slow at first.

295. (*Chairman.*) You have no schoolmistress?—No, I just supervise—take a child as the case may be; perhaps three times a week I make a special point of examining the child, putting a little sum on the slate and other things.

296. (*Mr. Merrick.*) How frequently are the women taught every week?—Those who are in the first stage would have two half hours, that is to say, who cannot read a second standard book, and an extra quarter of an hour for arithmetic and writing.

297. Are they taught in association?—Never, we have so few—we may have only two, perhaps.

298. Who does the teaching?—The assistant matron generally.

299. What standard do you use for examination—the first, second, and third standards?—Generally.

300. You find them rather higher than those laid down by the Prison Commissioners?—No; I think they are the ones laid down by the Prison Commissioners.

301. You think they are identical?—Yes.

302. What test do you use as regards arithmetic?—Just little simple money sums.

302*a*. You take them so far as simple multiplication?—Yes.

303. What do you understand by a simple money sum?—I perhaps give them these items and let them reckon it up.

304. Ten sixpences or five eggs at 2*d*.?—Yes.

305. And you do the same with the men as the women?—Yes.

306. You do not go as far as division?—Seldom, except, of course, when they have passed the standard.

307. You would not examine the men in division?—No.

308. You would in multiplication?—Yes.

309. If the school hour were from 12 to 1 every day, instead of 11 to 12, could in that school hour be done all the schoolmaster's duties, the instruction of scholars, attention to books, writing of letters, &c. &c.?—No, I think not. I find that even with only six or eight pupils, what with the writing of letters, and various other little interruptions, from 9.15 to 12, the time is quite filled.

310. Do you find that the duties of the clerk-schoolmaster and the clerk diciplinarian clash at all?—Not the least.

311. Does your schoolmaster do any duty on Sundays?—Yes, he comes in to relieve the others and take his turn with the other officers.

312. Do you think 15 or 20 minutes twice a week is sufficient—I think not; I think an half hour would be much better.

313. Do you think cellular instruction is as good as associated?—Better, if you can manage it.

314. Which books do they prefer—novels, serials, or magazines?—Novels are often appealed for; also magazines, and sometimes biographies.

315. Have you any picture books for the uneducated?—No, I have not, I am sorry to say.

Rev. J. K. Newton.
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316. You know that there is provision for the picture books made in the catalogue?—There may be such provision, but it has never been brought definitely before me. Then there is the difficulty, even with pictures in ordinary books, lest they should be torn out, and used for circulating.

317. What do you do—tear them out?—No, I just rule them at the back with red lines. The prisoners, one and all, now look upon the library books as a great privilege.

318. Do they look upon the schooling, too, as a privilege, or as a matter of prison dicipline?—As a privilege.

319. (*Chairman.*) You seem to have a very well-behaved lot of prisoners at Oxford?—Yes, there are few punishments.

320. (*Mr. Merrick.*) Do you make use of tracts?—Not loose tracts. I used to have a few loose tracts in brown-paper covers, but I give them now an extra book. I have a small special library, containing, amongst others, the books of the Christian Evidence Society, and I give them these special books in lieu of the moral instruction books.

321. Do you have a periodical examination of scholars?—Yes, quarterly; sometimes, in fact, oftener than that.

322. Not only when they are admitted and discharged, but also meanwhile?—Yes, I examine everyone who comes into the prison.

323. What is your test of writing?—I get them to write their name or write a short sentence.

324. (*Chairman.*) Are the results of the test examination recorded?—Oh yes, always.

325. (*Major-General Sim.*) Do you find, generally, as much progress as you expect?—Quite as much. I had a remarkable proof of that only the other day; a man came in who was there 18 years ago—he came in last week for drink—he reminded me that I had taught him to read, said how grateful he was, and said he had never forgotten it. I looked back to my first register, and found that after 18 months he could read a third standard book.

326. (*Mr. Merrick.*) Do you think that they make use of the education that they get in the prison after they have received their discharge?—They do; I know many who are now very respectable men, men in employment five years, six years, respectable citizens.

327. (*Chairman.*) If a man came into prison at the age of 30, and had forgotten what he had learned, would you think it worth while to begin teaching him again?—Yes.

328. (*Major-General Sim.*) Do you find that the children that come in have lost most of their education?—A great many, the country children, especially.

329. And do they pick it up again quickly?—Yes.

THIRD DAY.

Home Office, Friday, 21st February 1896.

PRESENT:

R. S. MITFORD, Esq. (*Chairman*).

Hon. Mrs. E. S. TALBOT.
Major-General C. A. SIM.
Rev. G. P. MERRICK.
Captain C. EARDLEY-WILMOT (*Secretary*).

Rev. A. W. Baldwin.
21 Feb. 1896.

Rev. A. W. BALDWIN called and examined.

330. (*Chairman.*) You are chaplain at Wormwood Scrubbs, Mr. Baldwin?—Yes.

331. You have had considerable experience?—Yes. I was appointed to York in 1877—1st March 1877. I left York in 1888, and was appointed chaplain at Hull, and remained there from 1888 until 1892, when I was appointed chaplain of the Convict Prison, Portsmouth. I remained at Portsmouth till 1893, when I was appointed to Wormwood Scrubbs.

332. Are you satisfied with the present system of education?—No, I am not, for this reason. I think cellular instruction is practically valueless. There is also a great loss of time in going from cell to cell.

333. You would be in favour of education in class?—I am quite of that opinion; I am in favour of the class education. My reason for preferring that is my experience at the Convict Prison at Portsmouth. There we had schoolmasters who were schoolmasters pure and simple, and the prisoners were ranged in the various halls, so that each schoolmaster would have from 15 to 20 prisoners, and I found it worked very well indeed, and I must say they were able to give better instruction than they could if they had them in the cells. When I was first appointed to York the teaching was in class.

334. Is not that system more easily carried on in convict prisons than local prisons?—It may be; so far as Portsmouth is concerned there is no classroom; it was always given in the basement of each hall.

335. That would be, I suppose, after they had done their work?—Yes, when they come in in the afternoon. Of course that would depend upon the time of year; it used to be from 4.45 to 6.30. When I was first appointed to York we used to have it in class; the prisoners were brought down by a warder into the main hall, which was a very small one, and we had forms there and a table, which was rigged up for the purpose, and there the education was given.

336. Is there any difficulty in the way of doing that at Wormwood Scrubbs?—I should very much like to see it; but there is no provision whatsoever other than cellular at Wormwood Scrubbs. In my report I think I suggested a plan whereby they could give the instruction, as they did at Portsmouth, by having long forms or a table on trestles at the end of the hall.

337. Have you ever found any objection, from a disciplinary point of view, to the classes?—Never. I never heard of any objection. Of course, by having a very long table, rather wider than this, they could be set far enough apart to avoid risk of talking. I do not remember any report for talking.

338. What time do you propose to hold classes of that kind at Wormwood Scrubbs?—My suggestion is that the time from 4 to 5 should be used daily.

339. Would not that interfere with the hours of labour?—Yes, for those who are told off for school instruction—they must have school instruction.

340. But the Act of Parliament says: "Instruction "shall be given, provided it does not interfere with the "ordinary hours of labour"?—Yes, that is so; but I do not see myself any other way of doing it, except you bring them down. It should only affect one landing per day in each hall, say, 15 to 20 men from A 1 on Monday, and 15 men from A 2 the next day, from 4 to 5, and so on.

341. You do not think that the prisoner learns more by the cellular teaching?—I do not think so. Besides, you see there is a loss of time in unlocking. The schoolmaster has to go himself, examine the prisoner, and hear him read, and then lock him up again, which all takes time. Whereas if he was in class some could be going on with their writing, others could be doing their arithmetic, and he could be going round himself and hear the reading.

342. You have a considerable number of prisoners for education?—Yes; Wormwood Scrubbs is an exceptionally large prison.

343. And you have no prisoners under three months?—Yes, we have; we have some for seven and 14 days, but

those are sent from the West London Police Court; that is the only place we take these from.

344. Yes; Wormwood Scrubbs is the local prison for that police court. What does the actual teaching per prisoner amount to?—That depends entirely, for this reason: we have only one schoolmaster, the other two are schoolmaster-warders, and therefore they have very much more work to do, and cannot give their whole time to the pure teaching. The result is that they are so divided in their work that the scholastic work which is of importance is not so well carried on as it could be and should be.

345. Will you tell us how far their disciplinary duties actually interfere with the education?—This is a list of the duties performed by the schoolmaster. There is first of all the distribution of devotional and educational books on the prisoner's reception; then follows the collection of all books before prisoners are discharged; the distribution of library books, and exchanging and examining about 700 of these books every week; the distribution of the higher class of educational books; keeping the incoming letter book; entering and delivering the letters, before which prisoners have to be traced, and the information as to whether they are due for a letter obtained; keeping the outgoing letter books; keeping the petition books; issuing and collecting petitions, and reading instructions relating to petitions; signing notices of discharge and transfer forms, and writing letters and petitions for the prisoners; making the lists of convicts for removal; attending choir practice.

346. These duties, I suppose, are inseparable from the schoolmasters, are they not?—Not necessarily. There are many things which, I think, ought to fall upon the clerks, and not to come within the purview of the schoolmasters. As regards the books, that evidently devolves upon them. Seven hundred books have to be carefully examined and reported on.

347. As the library books are in charge of the chaplain, they must be held responsible?—Exactly, they must be. Then, again, there is another thing. Many of our books, except the new library books, have come from other prisons which are now closed, such as Chatham and Dover. They are vamped up, but still they will not bear the wear. And so we have had from time to time consignments of very inferior books, which will therefore require all the more care, both as regards usage and examination.

348. Then, again, there is the distribution of library books, or when a man makes application to the chaplain that he would like some higher reading. That is directly within the sphere of the schoolmaster under the chaplain?—Yes, only it takes time. Then there are the transfer forms and writing letters for illiterate prisoners.

349. Do the schoolmasters make out the lists for the removal of convicts?—Yes, this is one of the duties which, I think, ought not to fall upon the schoolmaster.

350. (*Mr. Merrick.*) What duties would you take away from the schoolmaster and transfer to the clerk?—I should take away all duties which did not fall within the purview of the schoolmaster's work, viz., the teaching and care of all the educational and library books.

351. You rather object, I take it, to the schoolmaster having anything to do with the books?—No, no, I am sorry if you misunderstood me.

352. Would you kindly just specify the duties you would have transferred to the discipline department?—I should say these—keeping the incoming letter book, entering and delivering the letters and the information whether they are due for letters, keeping the outgoing letter-book and making a double entry in the case of convicts, issuing and collecting petitions; there is a great deal of clerical work which I think ought not to come before them.

353. (*Chairman.*) I quite understand it would be necessary for the schoolmaster to supervise in these matters a prisoner who was unable to write, but I cannot understand what the schoolmaster has to do with the petitions of prisoners who are perfectly well able to sit down and write them?—He has to take the petition to the prisoner, and to take it back; he has to enter it, and then take the ink from one to another.

354. Is that the general practice in other prisons?—At Portsmouth they used generally to write their petitions in the school time, and the ink was therefore on the spot, but at York and Hull we really had very few petitions there. I do not remember any petitions at York. Of course there were only about 60 prisoners there.

355. Then as regards purely disciplinary duties, what do they do? Do they take their turn at evening duty?—No, I think not.

356. The schoolmaster-warders I mean?—Taylor is the schoolmaster; he never comes in on Sunday. The schoolmaster-warders are there from 7 to 9.30 on Monday and Friday.

357. Why do they come in at 7 instead of 6?—I cannot say; if they did they could not commence their work.

358. You, in fact, would relieve them of all discipline duties?—All discipline duties whatever. I believe it would be better for themselves and better for the prisoners.

359. You would excuse them from wearing uniform?—I would, I would certainly do that.

360. (*Major-General Sim.*) Does Taylor come on Saturday?—Yes, up to noon.

361. Is the schoolmaster off duty every Saturday and Sunday?—He comes on Saturday till 12 o'clock.

362. The certificated schoolmaster comes in later than the others?—Yes.

363. Do your discipline officers take their turn at sleeping in?—No, they do not do that.

364. Do they go on escort duty?—I believe they do. I am not quite certain. I believe, being discipline officers, they may be sent.

365. (*Chairman.*) The general rule is that if they take their turn at sleeping in they should then take their turn at escort duty?—On Sunday the discipline officers take their turn from 7 a.m. to 5 p.m. on displine duty.

366. Do you think that anything could be done on Sunday afternoons by visiting the prisoners in their cells for moral instruction?—If so, I should like it to be a matter for a scripture reader rather than a schoolmaster; there are schoolmasters and schoolmasters; it would in my opinion depend very much on the man himself.

367. (*Hon. Mrs. Talbot.*) I suppose the prisoners would hardly welcome the schoolmaster on Sunday?—It depends entirely on the man. I do not think it would be a good thing myself, unless he were Scripture reader as well. He might be induced to convey intelligence outside.

368. (*Chairman.*) But that would prove at once that he was not worthy of confidence?—Yes, of course.

369. Do you think the dinner hour might be utilised for the purpose of education?—I think not, I avail myself of the dinner hour for visiting, but I do not think it would be a good thing to deprive them of that hour for rest.

370. We had it in evidence the other day, besides reading, that they are in the habit of going to sleep?—Of course some would do that, but not many—it might be on a very hot day—but I do not think that obtains as a rule.

371. They have now one and a half hours for their dinner, of which I suppose they take 10 minutes to eat their dinner—do you think they would object to being taught?—I do not know whether they would like that hour to be infringed upon at all—I do not think so. They like to have the time for reading and use their slates and pencils.

372. You would not be in favour of using the dinner hour?—I do not think so.

373. We also had it suggested to us that some relief would be afforded to the schoolmaster in the duty of carting about Bibles and hymn books and slates on the arrival and discharge of prisoners if these books—Bible, prayer-book, hymn book—and slate were made part of the cell equipment, so that the discipline officer of the ward would be responsible?—That would certainly relieve the schoolmaster, but if they are left in the cell, and any leaves were torn or damage done, the warder might charge one man with doing it, whereas it might be the man who went out the day before. When you have a large number—sometimes they come in by scores—the difficulty is in our large numbers. I must say we are not over-officered at all. It is astonishing what is needed. The vast majority of these men have to do everything against their will, and therefore they take much more supervision than, say, soldiers. But with regard to the books, I do not think it would work very well if they were not taken out.

374. Do you have all the flyleaves taken out?—Yes, out of every book.

374*a*. You do not cut out the pictures?—No, I do not do that.

375. Have you any juveniles?—We have none under 16. Sometimes we might have one or two, but very seldom.

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376. Do you teach juveniles in class?—No, we have no provision whatever in class, although I find according to the code it should be, but we have no provision—there is no place where they can be put—there is no room whatever, except a cell which would not be large enough.

377. What books do you use for teaching purposes?—The National Society's readers, the First, Second, and Third Standards, and the same arithmetic—and we have a few copies of Colenso and the larger arithmetic books. We have slates also and pencils; of course we have no means of writing except the little table; that is the reason why I suggested those long tables, and the inks taken away in a box every day.

378. Do you think the results as to general progress are satisfactory?—They are in some cases, I think, fairly satisfactory. At the same time it depends upon the men themselves, and the use they make of the advantages.

379. How do you test the results?—By examinations.

380. Quarterly?—We have no quarterly examinations at the Scrubbs.

381. You examine the men on reception and on discharge?—Yes, by the assistant chaplain, but not on discharge.

382. You never have any examinations meanwhile?—I do not.

383. Then the schoolmasters examine?—They do examine, yes. In the convict service I used to examine them every quarter.

384. Would it be better if you did that at Wormwood Scrubbs?—Exactly, if we had the class provision.

385. (*Major-General Sim.*) Do you not have examination before discharge?—Yes, they do that.

386. You do not do that?—I do not.

387. (*Chairman.*) That is left to the schoolmaster?—Yes.

388. The results are recorded in the educational register?—Yes.

389. Do you think that the limit as regards sentences of four months is the proper limit?—I should say if they are eligible through lack of education—if they can neither read nor write—I do not see why they should not commence when they come in. If you waited for four months two months have elapsed, and there are only about four weeks. I think it would be much better if they started at once, those that can neither read nor write.

390. (*Hon. Mrs. Talbot.*) Do you get many who cannot read or write?—They are few now—of course the percentage has gone up very much.

391. They have forgotten it, perhaps?—Yes, many of them have forgotten it.

392. (*Chairman.*) You would abolish the limits, then?—Yes; simply because it is practically useless.

393. You would have no limit of sentence then?—Not to those of four months.

394. Would you teach a prisoner if he came in for a month's imprisoment?—No; it would do practically little good in a month. It would not be worth while, but if you get three months or four months you would get three months' educatiou.

395. Then you approve of the present limit, only in the case of a four months' man you would begin at once?—Yes.

396. (*Major-General Sim.*) Now it is only an hour a week?—About that.

397. If you could have class instruction, do not you think it would be more benefit?—Yes, in this way: you would have the advantage of a number in class, some could be going on with reading and others may be going on with their sums.

398. You do not ascertain the attainments of these three months' people?—No, not at all; they do not come under instruction at all.

399. (*Chairman.*) You approve of the limit of age to 40, beyond which instruction should not be given?—Yes, I think so; I think it is the right limit.

400. (*Major-General Sim.*) Some do apply over 40?—Yes; of course that applies more in the convict than in the local, but there are exceptional cases, where they feel the need of it.

401. (*Chairman.*) You know that there is a discretion left to the governor and chaplain?—Yes.

402. Do you think it worth while to teach prisoners, say, 30 years of age, who may have forgotten what they have learned?—Oh, yes; if a man has forgotten, and he can scarcely read, he might be instructed.

403. (*Major-General Sim.*) But do not you think that it would always be necessary for the men who could not read to commence with cellular instruction—you could not do that in class?—Well, but you see they could be in class themselves.

404. (*Hon. Mrs. Talbot.*) Would they be very shy of each other?—No; I do not know that they are.

405. They would not mind it?—No, I do not think so. My experience of the classes is in Portsmouth, and I found that some of them were very ignorant so far as their writing and reading was concerned, but still they were willing to learn.

406. (*Chairman.*) Are you in favour of a larger supply and distribution of library books?—I think the present supply is ample.

407. (*Major-General Sim.*) What sort is most popular?—I think they are very fond of Henty's, and that class of work. Others like Emerson; of course there are many who are better educated. Some will take up languages. I knew a man once who learned three languages—French, German, and Italian. I am afraid he had an object in that, but still it shows the capability of the man.

408. What books do they have on Sunday afternoons?—They have their library book, their moral instruction book, and they have their Bible, prayer-book, and hymn book.

409. (*Mr. Merrick.*) Those are the six books you mentioned?—Yes.

410. (*Chairmam*) Have you ever considered the question of giving lectures to prisoners?—It was suggested, I think. But it is a difficult question. One might lecture upon a certain question which would be of use to them, such as political economy, or thrift, or temperance, and domestic economy for the women, but, as a rule, I do not know whether it would be a great advantage—there again we should be obliged to have them in class.

411. Would you object to the chapel being used for the purpose?—I should not like that. I should like to keep that for the religious purpose. I feel it quite certain the more we keep it to that one particular object, the more they feel it is for worship only.

412. The difficulty, I suppose, would be in the time?—Yes.

413. Is your schoolmaster sufficiently qualified to give a lecture on temperance, or thrift, or industry?—I do not know whether he is capable of that. Probably not.

414. Are you satisfied with the qualifications of your schoolmasters?—So far, I think they are sufficiently qualified.

415. (*Hon. Mrs. Talbot.*) If there was a rather popular lecture, could that be taken in the dinner hour?—It could not be done except in a cell, which is not practicable; we have no room whatever.

416. If there were a room, do you think it would be welcome to some selected men?—I do think so; if we had a room we could take, say, 20 in a lecture room, but that would involve a room, you see, in every hall.

417. Are the women anxious to learn?—Yes, they are very keen with their books. There, again, we have no room whatsoever. I was going to suggest, if the question had been raised, it could be done on the top landing of D Hall by knocking three or four cells into one to make a room.

418. Do the women join in the choir practice?—Oh, yes, that is a very great point; our service, I will say, is second to none; you have no idea how they appreciate the service. We do not make it emotional; we have a plain service, good music, good hymns, and not hurried. I do not like a hurried service at all. The prisoners thoroughly appreciate the service, and we have a church there which is different from any others, it looks like, in fact, a place of worship. All who have seen it—Americans, Frenchmen—have been astounded. The behaviour is very good. Sir Edmund du Cane said he was not only agreeably suprised, but very much astonished.

419. Do you have other preachers sometimes?—Yes, I do, but few preachers, as a rule, know how to deal with them. I think they are like an ordinary congregation, and I think the best way is to deal with these people as you would with ordinary people.

420. (*Mr. Merrick.*) What do you think are the disadvantages of the cellular system?—Loss of time is one great disadvantage; the time they have to give to them must be necessarily shorter than they could do if they were all in class.

421. What do you think are the advantages of teaching in association?—You can teach a number of prisoners in class; while some are reading, others may be writing, and so on.

422. What is the advantage to the schoolmaster?—The advantage is this, when he has set them a sum on the board, he can keep working round.

423. What is the advantage to the scholar?—There is a little emulation, I think, one with another. They ask questions for the whole class, and if one does not know another does, and thus they help each other.

424. What is the disadvantage of teaching them in association for the discipline department?—I have observed none whatever; of course they sometimes quarrel, but I do not remember any disadvantage.

425. Are your scholars placed in contiguous cells for the purpose of instruction?—No, they are here and there.

426. The schoolmaster has to go, perhaps, 50 or 100 yards in some cases?—Yes, that is a great loss of time.

427. (*Major-General Sim.*) You do not think facility would be given in using the dinner hour?—I do not know; you see there is only one patrol in a large hall.

428. (*Mr. Merrick.*) How many examinations have you? You mentioned two, one when the prisoner came in, and another when he is discharged. Does the schoolmaster furnish you with a report every three months?—No, they never mention that to me; otherwise a man who came in and was put down for school instruction might be kept in school 18 months, when he is qualified to go out in six.

429. You mentioned that some of the duties you would like to see transferred from the chaplain's to the clerical department—do you mind telling me how many letters pass through the hands of the schoolmaster for the purpose of registering, not only in his own book, but also registered every morning?—I could not tell you.

430. Forty?—I should think about 40.

431. How long would that take, 1½ hours?—Yes, I suppose it takes an hour.

432. That would be an hour out of the available time for teaching?—Yes.

433. How many petitions would the schoolmaster have to write every day—two?—Sometimes, more or less. When I first went to the Scrubbs I found it was the custom of the chaplain to read the letters, but I do not do that. I was very glad to be relieved of that. In the convict service I read them all, and I found it took a large proportion of time, in fact they took me up till at least 12 every day.

434. What do you do with the French, German, or Italian letters?—We can manage French and German, but not the Italian.

435. Why would you like the schoolmasters not to be disciplinary officers?—Because the discipline department has reference to punishments, and when a man has to instruct another one, or to advise him, and then next day to have to report him, the prisoner is not at all disposed to listen or attend to him.

436. Just now you mentioned the fact that there would be some difficulty as to making warders the custodians of the books if the books were made part of the cell furniture—what addition to their work would there be?—The general furniture of the cell is easy to supervise; at a glance they can see whether their utensils are all bright, but when you come to a matter of books it is a question of turning over leaves, which of course must take up time.

437. If lectures were given during the dinner hour there would be an extra demand on the staff?—I think so.

438. Officers to supervise their conduct, and then to take them back again?—Yes; but then, again, I think that only the best behaved prisoners should have that privilege, if there be anything of the kind.

439. Do you lay stress upon the qualifications of the schoolmaster in the direction of being certificated?—I do; I think he should be certificated.

440. Which class of book is preferred by the prisoner—magazines, serials, or novels?—Well, some take one thing, and some are very fond of the magazines, and others like Henty's; some would take up history pure and simple, others would go in very largely for the "Popular Educator."

441. What is the test you use in writing?—Dictation.

442. A short sentence?—Yes; I simply recite anything that comes into my head, or read from a book, and see that it is correct.

443. What is your test in arithmetic?—Sometimes it is mental arithmetic, sometimes addition or subtraction.

444. Do you go as far as multiplication?—Yes, I do, small money sums. It is a very extraordinary thing amongst the women; they are much quicker about a mental sum than they would be on a slate. It is astonishing how quickly they do the mental sums.

445. Do you think the teaching in prison should be regarded as a privilege or as part of the prison discipline?—I think a privilege, and yet I think it is only right that a prisoner should be taught to read and write if he cannot do so.

446. Do you think the results are satisfactory?—I think so far as that they can read and write and do fair sums.

447. (*Major-General Sim.*) The absolutely illiterate have learned something?—Oh yes, I have known men on reception could not write or read, but on discharge they have been able to write a letter.

448. (*Mr. Merrick.*) What sum would you put in multiplication?—240*l.* 16*s.* 8*d.* × 3 or 5.

449. In your examination you go up to multiplication?—I do.

450. When is instruction imparted; between what hours?—There is no fixed time, except for the schoolmistress.

451. (*Major-General Sim.*) About what time in the morning and afternoon?—Say from 2 to 4 in the afternoon, and in the morning from 10.30 to 12, but it is not easy to state, because other things come in; for instance, on Wednesdays they change the library books.

452. When do you have choir practice?—Thursdays and Fridays.

453. (*Chairman.*) How do you give instruction between 10.30 and 12 and between 2 and 4 without interfering with the ordinary hours of labour? Only with those who are eligible for school?—Yes, but still they are eligible for labour.

454–5. (*Mr. Merrick.*) I understand that you would take away altogether the clerical work of keeping and registering the letters?—I think so; it would free them for their scholastic work; I want to get them to their work. The former keeps them in the office; I want them in the prison.

456. (*Major-General Sim.*) About the clerical work; of course, with the exception of the registering of the prisoners, it seems to me that it would be difficult to find anybody to do the clerical work—letter writing and changing books—except by the schoolmaster?—I say the schoolmaster should change the books, but you see there is a great deal of work here which has nothing to do with the library books at all, such as the incoming letter books and entering and delivering the letters. The difficulty is this: a letter comes for Tom Smith—there may be five or six Tom Smiths; the man cannot take this letter to D 43; he has to go to the office and search the register there to see which Tom Smith it is.

457. Is there any objection on a matter of discipline to their friends knowing their numbers?

458. (*Chairman.*) No, no objection to that.

459. (*Major-General Sim.*) Do you think it is a good thing, the schoolmaster having the delivery of these letters to them: it keeps them in touch with him?—Yes, but it takes up his time; he is not doing the work he is there for. I quite agree with you that it is a nice thing for the schoolmaster to take a letter to the prisoner.

460. (*Mr. Merrick.*) The charge of letters in the convict department is vested with the chaplain, but in the local prisons it is not so. At Wormwood Scrubbs the letter business is an extremely heavy one, 40 or 50 letters to be registered, the letters to be read—sometimes it takes one or one and a half hours to deal with them. I see that you have about 204 down out of your numbers who are available for school instruction—how many are actually under school instruction?—Very near that number.

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461. Were there 207 in attendance at the school?—That I cannot say. Those who are passed by the chaplain for that purpose do actually receive instruction.

462. It was formerly the case that something like 30 per cent. could not get instruction—therefore the number representing 207 receiving instruction might have—— ?—That is so now—they have so much other work they cannot get round.

463. This return therefore does not help one. (*Chairman.*) You really mean that your teaching staff is insufficient?—It is, indeed, having regard to the fact that they are warders also, and have all this extraneous work to do.

464. If they were schoolmasters pure and simple would the three be sufficient to teach the 207?—Yes, if they did it in class.

465. (*Mr. Merrick.*) How many do you think one schoolmaster could take charge of?—About 15 or 20; that is my experience.

466. You know that in class instruction there is a certain limit?—I am aware of that.

467. And you know on that one schoolmaster is appointed to a certain number of prisoners, and beyond that number a second schoolmaster?—Yes, I know that.

468. Do you know the number?—I do not know that. I have seen 15 to one schoolmaster, and they have had two schoolmasters working, one at either end of the hall, and the patrol going backwards and forwards.

469. Do you think that the instruction can be carried on in the hall?—Yes, at the north end. I would have the tables taken quite to the end, and they could be put away when not in use.

470. Then you would have teaching in association as in a room?—Yes, the long tables on trestles, and when not in use they and the forms could be put on one side, and all the apparatus, pens and inks, &c. taken away and locked up by the schoolmaster.

Rev. H. Mansell.

Rev. H. MANSELL called and examined.

471. (*Chairman.*) You are chaplain at Nottingham Prison?—Yes.

472. Will you tell us what your prison experience is?—I have been four years in the prison service.

473. At Nottingham all the time?—Yes.

474. You have had some experience in this question of education; do you think that the present system of education is satisfactory?—Not at all.

475. In what respect?—I do not think it is sufficient.

476. Can you see your way to make any suggestion for increasing the time, having regard to the provision of the Act of Parliament, that instruction shall be given, provided it does not interfere with the ordinary hours of labour?—I think it would be a good plan if the schoolmaster could be entirely set apart for that purpose, beginning early in the morning, and to go on till the day closes in cellular teaching, going from cell to cell so that each scholar might receive attention each day. Each scholar would then receive instruction every day, and so there would be continuous instruction instead of this very small amount of instruction.

477. In this prison, what does each prisoner actually get?—About half an hour, once a week.

478. How would you have your schoolmaster going, as you say, from cell to cell every day: how would you have that without interfering with other arrangements?—Of course there would have to be a fresh arrangement made.

479. What is the number of prisoners at Nottingham?—There are about 136 males and 13 females.

480. How many eligible for instruction?—We have about 34.

481. What does your teaching staff consist of?—A schoolmaster-warder only.

482. You prefer the cellular instruction to class instruction?—I think so.

483. Do you not think they would learn more by class instruction?—I should be very much afraid of contamination.

484. (*Mr. Merrick.*) You object to the class teaching?—Yes; I have seen the effect, even in working together, upon young men coming in—the contaminating influence—a sort of becoming bolder, and a look which gradually comes over them.

485. You said your prisoners were undisciplined; do you mean that the class of prisoner is particularly undisciplined?—We have a very low class of prisoners. If seven or eight of them were together the warder would have very great difficulty in teaching them because of a certain amount of fear of communication. I think they would take every opportunity—you could not trust them.

486. Your schoolmaster is a discipline officer. What other duties does he have to do besides actual instruction?—He has to make out a list for me in the morning, filling in the character book, and he has to superintend the manufacturing of all clothing and repairs; he has to patrol during dinner hour, sees to the distribution and changing of books, writes letters, makes up prisoners' employment books, and makes all demands.

487. Then I take it he is employed as clerk?—Yes; he is warder, tailor, and clerk.

488. How long has he been at Nottingham?—Several years—long before I came.

489. Can you say how it was that he became responsible for the clothing?—It was so when I came. I did not think it was my duty to interfere with the discipline of the prison. I could not take his time beyond a certain time.

490. It is true that he is a discipline officer, but he is appointed to act as schoolmaster. I take it his primary duty is teaching, and the others are subordinate?—I do not think it is regarded in that way.

491. You find that his other duties interfere with the school duties?—Yes, he seems to have all the work of the warder, he has to take evening duty, he has to assist in the clerical work in the office when wanted. The educational part is really a very small part of his work; it is only about an hour a day.

492. Do you examine each prisoner on reception and on discharge?—I examine them on reception and not on discharge; I take his statements on discharge. Most of the prisoners are only in the prison for very short terms.

493. Do you have any examination quarterly to test progress?—I have questioned them from time to time when I have gone round on my monthly rounds. I have questioned them on their work, but as to actual examination I felt it was almost useless with so short a time. I felt that very little work could be done or progress made. I understand that they moved from one standard to another, but beyond that our reading books are very inferior. He has got them on from the First Standard to the Second, but I do not think that much real progress has been made.

494. If the books were not quite satisfactory, how is it that no demand was made?—I should say it would be better to have more modern books, but I thought it would not be my place to alter them.

495. You know that it is open to you to call attention to the fact, and that if you had done so you would have been desired to demand what books were required?—I thought they were the regular books that were supplied. One has seen, of course, of late years, a number of fresh books.

495*a*. What books have you?—The National Society's books.

496. (*Chairman.*) It is quite open to you to demand supplies, and you would be supplied without difficulty?—I should be glad to get fresh ones. Where they cannot read hey do not know how to spend their time properly.

497. Have you many prisoners unable to read?—Now and then we get a man who says he cannot read and asks for pictures in his books. I have often been asked for picture books, because men could not read freely.

498. You have illustrated magazines and periodicals?—Yes; but books are only changed once a week; they are soon gone through. I should like to have illustrated books of instruction. I think it would be a very good thing if they were illustrated. Our present books are rather dry, and some of them form very hard reading.

499. You would change them, I suppose?—I should like to change them if I had the power. You might get them with much more interesting reading.

500. I think the difficulty there would be to define a library book from a book of instruction?—There are some most excellent books published now, most beautifully printed, yet they are books of instruction.

501. (*Mr. Merrick.*) May I ask why you have not made application for these books?—I did not know that I had permission to do so.

502. Have you read the footnotes in the catalogue?—I do not know that I have.

502*a*. It gives you every latitude, practically?—I thought we were only allowed a certain sum of money.

503. As to the choice of books, you are really unfettered?—But you must not go beyond a certain sum.

504. (*Chairman.*) You see, Mr. Mansell, the Commissioners cannot know these things for themselves, and therefore they rely upon the chaplain to call attention to them, and if you did so, you would be at once asked to make a selection?—I am afraid it is all my ignorance, being a young chaplain.

505. Do you think that you are at present insufficiently supplied with books in a general way?—I have complaints sometimes from the best-educated men. A man said to me the other day, "You have no histories." I looked through the books and found there were very few. Now and then you get hold of an educated man who would like scientific books. Of course, there are some very nice books in the library.

506. (*Major-General Sim.*) Have you Kingslake's "Crimea"?—No.

507. Waverley Novels?—Yes, we have that; of course we have two libraries—the officers' library and the prisoners' library.

508. (*Chairman.*) They are quite distinct?—Yes. They have asked me for dictionaries sometimes, and also about learning languages—they seem rather anxious to learn languages.

509. (*Major-General Sim.*) How many books have you in the library?—About 300 or 400. The other day we got a book that took almost all our money—Cassell's Educator.

510. That is a very popular book?—Yes, very.

511. (*Chairman.*) Do you condemn the worn-out books—the old books?—Yes, they are removed—the plan is to take some of the officers' library books and remove them into the prisoners' library.

511*a*. But that is not the regular thing—if that goes on the officers get all the new books and the prisoners all the old ones?—In consequence of the smallness of the sum—I think it is 4*d*. ahead—there seems to be a difficulty in getting the books.

512. I do not think there is any difficulty. Will you take it that you are responsible in this matter, and if you want the books you have only to ask for them. Have you talked it over with the governor?—Yes, but he has told me about the smallness of the sum in the same way.

513. If you send up for what you want the Commissioners will take that up?

514. (*Major-General Sim.*) You have a frequent demand for changing books?—Yes. I think the books ought to be changed oftener than once a week, because it happens sometimes that a man who is accustomed to his work gets through it quickly, and reads his book in two days.

515. (*Mr. Merrick.*) Have you a copy of the prison rules?—Yes.

516. Have you read them?—Yes.

517. You have not gathered from them your powers with reference to books?—I have seen that I have a certain power, but it seems difficult to put that into action when you find that there is a difficulty about getting them on account of the smallness of the sum.

518. (*Chairman.*) Do you know what the sum is?—I was told it was 4*d*.

(*Chairman.*) I think it is 1*s*. 3*d*.

(*Mr. Merrick.*) You will find at the bottom of every page of the catalogue that you are allowed so much per head, and that which is allowed to you is considerably more than the sum you have mentioned.

519. (*Chairman.*) Do you think that your schoolmaster is sufficiently qualified for teaching purposes?—He writes and reads well up to the standards that we have; he is able to teach mensuration; of course he is not like a certificated schoolmaster, but still he is a superior man, and very conscientious.

520. Do you think that he should wear uniform or private clothes and be relieved of all discipline duties?—Of course, in case of his being entirely devoted to the teaching, I think it would be better to relieve him of that work.

521. Do you think there is any advantage or disadvantage in wearing uniform?—I understand that as long as he wears uniform he is bound to act as an officer of the prison, and to do his duty in the prison as another officer.

522. Have you any juveniles?—Very few, indeed. The magistrates send them to us for a few days, and then they go off to reformatories.

523. Do you have two or three, or half-a-dozen?—Yes, sometimes, one or two, but not so many as half-a-dozen.

524. Are they taught in class?—No, we have no teaching in class.

524*a*. Do you know the rule which says that juveniles up to 16 shall be taught in class for an hour each day?—Yes, but there seems no time for that, the schoolmaster's time is taken up otherwise.

525. At present, at Nottingham, the juveniles get just the same attention as the ordinary prisoners?—Yes, of course, I visit them more. One boy was in only a fortnight, but I reckoned I saw him five times in that fortnight. Whenever I get the opportunity I visit the boys, but I did not know that I was expected to see them every day.

526. I suppose most of your visits are paid during the dinner hour?—No, I do not think that.

527. Many chaplains find that is the only quiet time they can get?—I find that Sunday is about the best day that I can see them. I see them before the service, about 9.30.

528. How often do you see every prisoner individually?—Sometimes once a month, or twice a month.

529. Do you give your whole time to the prison?—Yes. When I first came I had the idea that I could see the prisoners when I liked, but then I found that they are hard at work doing their labour, so that one could not see them at any time, and then, sometimes, they are locked up, so it would be awkward to see them in the dinner hour. I find Sundays is a very good time, indeed—before and after service.

530. Do you think it is possible to make any more use of the dinner hour for educational purposes?—It depends on who would teach them.

531. It would follow that to carry that out you have to alter the dinner hour of the schoolmaster. Supposing that were done, would it be an advantage that he should visit them during that time?—I do not see that it would. Of course, the difficulty is the discipline, no doubt; but supposing that the schoolmaster were devoting his whole time to the teaching, could there not be a time-table made out for certain prisoners to be kept in?

532. (*Chairman.*) But then you are interfering with the hours of labour?—Of course, they do not take an hour over it.

533. Do you see any difficulties in the way of it?—Another officer would be wanted on guard.

534. You think you would have to increase the patrol?—Yes. At present our prisoners are very well conducted, we have no trouble with them.

535. Have you ever considered the question whether lectures might be given to prisoners?—I have thought of it in this way—I do not think it would be possible to give secular lectures, but religious lectures—I thought it would not be much service to give sermons on Sundays only to men coming in for a week or two. I give them instruction on some moral point every day—almost every point that one could touch upon. If, on Wednesdays, instead of having the service at 8.45 we could have it at 11, and the men begin work earlier, it would not interfere with the number of hours of labour, although the times would be altered. If one were permitted to invite a beneficed clergyman to give an address it would be a change.

536. Do you ever get any clergyman to preach on Sunday?—No, I have not done so.

537. You know it is quite open to you to do so?—No, I did not know that.

538. In regard to lectures, I meant rather secular subjects, such as thrift, or industry. Would the chaplain be

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able to do it?—Of course, one could get up a subject of that kind, the same as a sermon.

539. Supposing you were to select a certain number of prisoners, could not you organise a class, take a time after they have done their work—have you no suitable room where you could put these men, and give them 20 minutes or a quarter of an hour's lecture—could that be done?—As far as I am concerned it could be done.

540. Would you see any difficulties in the way of doing it?—The difficulty would be, I think, the room. There is no suitable room, except the debtor's room. Outside the gate, of course, are the various offices.

541. Would you object to making use of the chapel for that purpose?—No, I do not think so. I think it could all be put in a reverent way. I have done that a good deal in sermons. I have tried to point out the effects of certain sins on health. As regards the room, I do not think there would be one, except the chapel were to be used.

542. Supposing it could be managed, you would be in favour?—I should be very glad—I should be quite in favour.

543. What amount of education do the women get in your prison?—None; there is no schoolmistress.

544. I take it that is because there is not a sufficient number to justify such an appointment?—We have 12 or 14—sometimes we drop lower than that.

545. (*Hon. Mrs. Talbot.*) You said there was only half-an-hour in the week, how is it you are exceptional in that way, for the most part, they have one hour in the week?—I do not know beyond the time which is taken up by the work. I see it is 20 minutes twice a week, but when I spoke to the governor about that, he said that he did not know it was 20 minutes twice a week. But even supposing they had, it is only about six minutes for each subject, and they are very slow—then comes in all the various work that the schoolmaster is engaged in. He has a lot to do, and a lot of books to make up.

546. I suppose you do not teach at all those that come in for short sentences?—No, not less than four months. Sometimes those in for three months ask, but I do not know whether it would be well to teach them. I think, on the whole, you cannot do very much unless the time is increased. If we had a man in for two years' hard labour—if he got the whole 40 minutes a week he would only get 69 hours during the whole of his two years.

547. But you do see a little progress?—Yes.

548. More with the men than with the women?—We do not teach the women at all.

549. (*Mr. Merrick.*) If the time is not sufficient, when would you give the instruction—in the dinner hour or after?—As I suggested at the beginning, by a man going from cell to cell, teaching right through the day.

550. Have you enough scholars to employ him?—Yes, there would be if they were taught every day. I do not see how much can be done under the present system, it is so very short—even if they took an hour a week.

551. Do you examine every prisoner that comes in?—Yes.

552. Do you examine them on discharge?—No.

552*a*. Why?—I did not know it was necessary.

553. Have you any school book—a register of the standards?—We have a book in which I enter all the statements on admission, but not on discharge—I do not fill that in.

554. You said that you have a warder to escort you; do not you pay visits to prisoners without anyone with you?—Yes, I do sometimes—he goes round with me when he has the list of those who are to be discharged. At other times I go round and see the prisoners, all those that are in.

554*a*. When you say the books are of an inferior class—will not any book do?—I was rather thinking that you want something a little more attractive—of course, any book will do in a sort of way.

555. Did you know that there were books of science in the catalogue?—Yes.

556. And a great number of histories?—Yes.

557. Do you teach juveniles daily?—No, they are not taught every day—they are taught with the others—they take their turn with the half-hour a week.

558. Women are not instructed?—No.

558*a*. Would you have enough work for a schoolmaster to employ his whole time in teaching?—Reckoning the number as 27 or 30, of course, if they were taught each day it would take a schoolmaster all his time.

Rev. M. T. Friend.

Rev. M. T. FRIEND called and examined.

559. (*Chairman.*) You are the chaplain of Reading Prison?—Yes.

560. Would you tell us what your prison experience has been?—I am now completing my 24th year.

561. All at Reading?—Yes.

562. Could you tell us whether you approve of the present system of education as carried on?—It is utterly inadequate—you might as well have none.

563. Not sufficient time given to it?—No.

564. Have you any suggestions to offer with the object of extending the time now given?—I think the time might be extended to an hour each lesson, and, I think, not too much either—three days a week—absolutely necessary with a man who does not know anything.

565. Do you see your way to giving one hour three days a week without interfering with the ordinary hours of labour?—Of course the ordinary hours of labour would be affected. I think the ordinary hours of labour are indefinite. Take a man who comes in simply for a month. In the majority of cases that man all his time is at work—he has no time ever to read—either week days or Sundays—always at work.

566. What work?—The oakum picking.

567. On Sunday?—Yes. I have said "You have no "occasion to do it."

568. You mean if a man has not finished his task in the week the oakum is left in his cell?—It is always left in the cell.

569. But it should be taken out every day and at 12 o'clock on Saturdays. The orders are that work ceases at 12 o'clock on Saturday till six on Monday morning: It is not so with us—outside the work ceases, they are not taken out to the pumps or the mills, but the oakum is left within. The tools are not removed; as to their having the oakum on Sundays I can vouch for that, because I have been in their cells and seen them at it.

570. At Reading there is a chief warder in charge?—No, there is a deputy governor.

571. Have you made no representations?—I did not know what the rule was.

572. Has it not seemed strange to you that men should be picking oakum on Sundays?—It is not enforced upon them, but simply there was the opportunity, and those who were backward would be doing it. I mentioned that, because of the want of time which a man pleads not to be able to do any reading on Sunday.

573. What does he do during the dinner hour?—They go picking at their oakum as soon as they have swallowed their dinner. I believe the oakum is weighed, but as soon as one lot is taken out another lot is put in.

574–5. Do you think that some use might be made of the dinner hour?—Under the old system the evening used to be called in question—the schoolmaster came in the morning, broke off middle-day, came again in the evening, and the school work went on in the evening between five and eight.

576. What do the prisoners do now in their cells between six and eight?—They pick oakum—it seems certainly to be the rule. The tools of the sack makers are not taken away until close upon bell ringing for bed.

577. That would be at 8 o'clock?—Yes, I think on Saturdays they leave off a little earlier, but not at 12.

578. The orders are that half the staff remain on duty Saturday afternoon and Sunday?—Yes.

579. But that all labour ceases?—Yes. The prisoner has 1½ hours for dinner, from 12 to 1.30, out of which he takes about ten minutes to eat his dinner.

579*a*. Do you think that time might be utilised for purposes of instruction?—With the dull ones after a meal, even such as it is, you have a difficulty in getting their intelligence—you want to catch them at the brightest time of the day.

580. Still there might be prisoners who would take advantage of it?—Yes, there might be.

581. Would you be in favour of it?—I should not—it is encroaching on their own time—I think the education should come out of their work time.

582. Do you think that time should be taken out of the hours of labour for the purposes of education?—I think it would not hurt—there always would be some who keep at school work at that time.

583. Do you think that education should be regarded as a privilege or a part of the prison system—a course of discipline?—Well, I should like it to be considered both—you get more out of them if regarded as a privilege and if they feel that it is a treat rather than a task—human nature kicks against tasks.

584. Would you be in favour of extending this limit of four months' sentences to three months?—Yes, and I do not see why you should not more than that. If you could do it, as I suggested, three times a week for an hour then I think you might extend it to sentences even of two months. You won't have very many that would come in it.

585. About how many prisoners do you have eligible for instruction?—We have got about six now, I suppose, and and one juvenile.

586. (*Mr. Merrick.*) Women amongst them?—No women at present.

587. (*Chairman.*) What does your teaching staff consist of—schoolmaster warder?—Yes, he assists in the clerical duties.

588. What are his actual hours for teaching?—The hours of teaching are mostly got in in the morning after chapel and in most cases it would be over in the morning. If he has not done in the morning he would take part of the afternoon, but the time which he has had to give is only about 2¼ hours on the days when he has been fully occupied.

589. What are the actual times at which he gives instructions?—Say from 9.30. Take Monday—he began a 9.30 and was finished at 11.45

590. What prisoners would he be instructing, because those are the ordinary hours of labour?—There has always been the allowance and, I suppose, they make up their time—the men, the adults—by going on with their work, but as I say, the work-time in our prison is undefined, not between so many hours.

591. If he teaches from 9.30 till 11.45 he is taking time within the ordinary hours?—Yes, but only a little time—15 minutes from individual prisoners.

592. He does not interfere with the ordinary hours to some extent?—So far.

593. (*Mr. Merrick.*) Those who would be qualified for school instruction, would not be picking oakum?—Yes, they would be, because in a prison like ours, there are some at industrial work, and others who must be picking oakum.

594. You do not change the labour to your prisoners after the first stage?—Yes, we do, in the first stage they would take the cranks, in the second stage, they would be relieved of their cranks, and go to oakum picking.

595. Out of six men eligible for school instruction, there would be only one man who would have his oakum in his cell on Sunday, who would at the same time be eligible for school instruction?—I do not think this oakum in cell affects the school instruction, but it affects the whole prison as regards reading opportunities.

596. (*Chairman.*) You have juveniles?—Yes.

597. Do you teach them in class?—Yes.

598. Do you often have them?—Not very often; we have had two or three together.

599. What are the qualifications of your schoolmaster—is he qualified?—Yes, if he is to teach what he teaches now. I should like to see the Third Standard extended to the Fourth, and then I think the qualifications of the schoolmaster should be extended to at least the Sixth.

600. Is he capable of giving the prisoners short addresses on moral subjects?—No.

601. Do you think he should be discipline officer as well, or only schoolmaster?—I think, certainly, free from discipline. He is released from the sleeping in, with the understanding that he sleeps in should an officer be sick—that sometimes does come to his turn.

602. Does he take evening duty, between six and ten?—Only in that case.

603. What time does he come on duty?—At the usual time—six o'clock.

604. Goes off at six?—Yes.

605. As regards examinations—do you examine every prisoner on reception?—Yes.

606. And on discharge?—On discharge, as a rule.

607. You have quarterly examinations?—Yes.

608. Do you record the results?—Yes.

609. Are you satisfied?—No, I find that it takes pretty well twelve months for a man to do anything which would pass the Third Standard. A man who comes in, and is put down for the second stage he would take four or five months to be able to pass the third stage.

610. Do you agree with the present limit of age to 40?—I think there might very well be exceptions allowed. I have sometimes got a man who has just turned 40, or even 50. For instance, we have got a convict of that age who cannot read now. With a long term of sentence it is very desirable, if he wishes, that he should be allowed to learn something.

611. Would you refuse him then?—We are compelled to by the rule.

612. Do you know that it is in the absolute discretion of the chaplain and governor to admit a man to instruction?—If that exception holds good it may still stand at 40, if attention is called to the exception.

613. Do you think that the present distribution of library books is sufficient?—We are rather generous in our distribution. If a man is a voracious reader, if he is an intelligent man, we are quite willing to give him two in one week.

614. You often do, I suppose?—Yes. If a man is sick in bed, of course his book is changed.

615. Have you a good library?—Fair, but it wants, certainly, a replenishing—more than the yearly allowance admits of—because the wear and tear is very great and the books are roughly put together, and we find that where we get so many books in the year, it is very nearly the same number that have to be condemned, and so we remain about the same.

616. (*Major-General Sim.*) How many books have you got?—We have got about 150 actual library books and 100 school books, and 100 moral books, so altogether about 350 to 400.

617. (*Chairman.*) What is about your total number of prisoners?—153 was the number the day I marked off, and they run up to 180 or 200. Then, again, with the school books we are rather elastic, and we interpret school book to mean history, and in the second stage, we give a prisoner a history or biography.

618. One of the specific recommendations was that lectures should be organised; what is your opinion on that?—I think it is very excellent, but you must have qualification with regard to it. I tried when I was away on my holiday last summer. I had a course of sermons on special subjects; I chose the subjects and the preachers, and the subject was given out the week before.

619. That was on Sundays?—Yes, Sundays and Fridays. The difficulty about lectures is this: Where are you to give them? I should not like the Chapel to be given up—separated from its purely religious aspect—we could have the central hall; when the chapel was under restoration we had service there, and we could have them there, for I suppose it would be a selection of prisoners, say those in the fourth stage?

620. Yes, you would specially select your prisoners?—Yes, I should; and then you want special lectures for special subjects—social questions, the colonies, immigration, all things of that kind.

621. Do you think chaplains would be able to give lectures of that kind?—Yes, but I should think it would be very well to exchange chaplains—that is, a chaplain not to give a lecture to his own people.

622. Would your schoolmaster be sufficiently qualified to give a lecture on some moral subject?—Ours would not; but you might find some who would.

623. (*Major-General Sim.*) Out of your 150 prisoners, how many have you got utterly illiterate?—I should think, perhaps, we might have three or four.

624. Not more?—No. Of those under instruction three or four would be illiterate; not able to read a book by themselves.

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625. It takes about a year to make any impression?—To make the full impression, to pass the Third Standard, I should like to see the instruction carried on to the Fourth Standard, because it would guard against what at present you have to encounter—a man receives his instruction up to the Third Standard; he goes out, there is an interval of time; he comes back and perhaps has forgotten, whereas, if it was carried a little further he would read his paper, and come fully into the swing of a library, and would not have any difficulty about it then.

626. If he got into the Third Standard he would be able to teach himself then?—He would, but he has not got over the actual inertia of a man of the kind, because it is from that that he is illiterate.

627. You are speaking of a man who has never been taught, or one who has forgotten?—I am talking of one who is illiterate; who has been brought up to the Third Standard and then gone out.

628. (*Chairman.*) Do you think it worth while to teach a man over again, say at 30, who has forgotten what he has learned?—Oh yes; it is a step in the right direction for moral improvement. It gives a man something for his thoughts.

629. (*Major-General Sim.*) You have had a long experience in the same gaol. You have seen the same prisoners perhaps two or three times?—Yes, I have seen them 15 or 20 times.

630. (*Chairman.*) These 15 or 20 times; would they be taught each time, the sentence sufficiently long to render them eligible?—That might not be.

631. (*Major-General Sim.*) I wanted to draw an inference. Your argument is rather to the effect that if you managed to get them up to the Fourth Standard there would be an interest in reading newspapers, which you don't think they have up to the Third Standard?—Yes; because you have natural indolence to work off as well.

632. Do you think it would have any tendency to keep a man out of prison?—Yes, I think it would in the ordinary prisoner.

633. Let us go beyond your illiterate man to the others that you issue books to. I am taking your Fourth Standard man. What sort of books does he take out? What sort of interest has he in reading?—I think that you would find the generality of prisoners would like something easy. He is fatigued with the day; he doesn't want hard study. There are some who ask for particular studies, such as algebra; but the general run of them, I think, are wearied with the day, and want something to occupy the mind, but something that doesn't require much mental effort, and, therefore, story books.

634. Probably those are the very men that an interesting lecture might teach?—I think so.

635. They would not have to read—only to listen?—Yes; it would stimulate their desire to read, and they would ask for books on that subject if they were interested in it. With the opportunities now in a town of our size—University Extension College, and plenty of good lecturers you could get hold of who would be willing to come in.

636. (*Chairman.*) You have peculiar advantages in that respect, perhaps?—We have got, as I say, a University Extension College.

637. (*Hon. Mrs. Talbot.*) Is there any influence bearing on the women over and above your ministrations?—I know that in some cases there are lady visitors, and sometimes they are welcomed by the governor and chaplain, but in other cases there is an objection. It is thought that it might lead to waste of time, or to coming in for the mere sake of curiosity or some extraneous reason. I do not know that the present governor is keen for it.

638. (*Chairman.*) You know that a great many have been appointed lately?—Yes, but practically, all that is done so far as the prospects of a female prisoner is concerned, and as is desirable: as when they are discharged I can arrange for any of them to be received into a home and so get a fresh start in life.

639. (*Hon. Mrs. Talbot.*) Have you put women in the way of outdoor work, gardening or anything of that kind?—Yes, but with the few women we have, sometimes dropping to three all their time is taken up by laundry work.

640. You have no women being educated?—We have none now.

641. Do your prisoners appreciate the education that is given to them?—There was one that we could not make out, he was on all the year. I got him to sign the pledge before he went out, and his writing was so bad no one could recognise his signature; he was an agriculturist.

642. (*Chairman.*) Should you be in favour of giving education to prisoners in the first stage?—No, I think they ought to pass their first stage.

643. Keep it in fact part of the stage system?—Yes, but even that suggests to me that a man in his second stage should have it. As regards classes, the man besides the illiterate one might be put in with a class, if there are others I do not see but what it would be an economy of time, and I think it would always be a stimulus to one who was a little backward if he could be put in a class.

644. The prisoners in class one would be taught in class now?—Yes.

645. Do you prefer cellular or class instruction?—I think, to take him out of the cell is an advantage—he gets so cramped. It is a change for him—at once his attention is excited, he comes to a thing almost with freshness. If he is looked in upon in his cell there is the cell atmosphere about him and he does not get away from his dullness.

646. Which system do you think he learns most under?—I think the one who knows the least learns the most with class, and the one who has got the interest and is painstaking learns most with separate individual attention.

647. (*Mr. Merrick.*) Do you exercise any supervision over your schoolmaster?—Yes, I have a register which he has to fill up every day, marking off what instruction he has given.

648. And to whom he has given it?—Yes.

649. Do you think that the prisoners would resent the use of the dinner hour for purposes of education?—Not the better-minded, others would.

650. Do the prisoners regard the school matter as one of privilege or of discipline?—I do not know they regard it as a privilege, they take it as part of the routine, but I think they enjoy it. Mostly, they do wish to learn.

651. Do you think that education should be part of the prison discipline, or should be considered a reward?—I think it would be very desirable to keep up the idea that it is a privilege in this way, that it might be forfeited by bad conduct, but in another way, I think it should be allowed to count as part of the worktime, whatever that may be. I have always acted on the idea that the juvenile was to be taught, whether he wanted it or not, in order to alleviate his imprisonment.

652. If you were to free the schoolmaster from discipline duty, on what grounds would you do so?—Because he is a little better than an ordinary discipline officer, and being chosen of a little better class, he would not rank on the same level as the discipline officer.

653. Wearing uniform?—Yes, not a warder's uniform, but something like the chief warder's.

654. What is the qualification of your schoolmaster?—Simply that he should pass the standards that he is required to teach.

655. Would you prefer a certificated master or one not certificated?—Yes, I should prefer it—you not only want a man who can teach what is required, but a better educated man.

656. When a man has been in prison once and has had school instruction for some time, passes out, and comes in again—do you examine him again?—If he comes under the rule.

657. But if you found that a man during the time he has had his liberty has not made use of the instruction, would you teach him again?—We should of necessity put him on again and should only consider whether he was an obstinate man.

658. I gathered from what you said just now that if a man passed out in the Fourth Standard that he would know sufficient to enable him to profit by it?—I think so; you have more to go upon in anticipating that he would.

659. You think that the Third Standard is not sufficiently high?—No; I should like it to go up as nearly as possible to the standard of the National School.

660. Have you any views as to the old age limit for women?—I should be inclined not to put the limit.

661. Do you find that women of from 30 to 35 ever make any progress or make good use of the school instruction?—I think so, yes. Take it one with the other—illiterate men or women—that a woman with her natural quickness is more likely to profit than a man would.

662. Over and over again I have met with a request to be exempted from school instruction—"I would rather not go to school," from women under 35 years of age?—That, certainly, has not been my experience.

663. Would you kindly tell me what test you use for arithmetic?—I give him some mental arithmetic for one thing, and if I am not satisfied with that, I should give him a sum on the slate. I should first of all deal with the addition—I should ascertain, first of all, what his education had been—under what standard he had left school—if the sixth or seventh, I should pass him by quickly. If I make an error, that is easily corrected when the schoolmaster gives out the books to him—if an ordinary man in the Third Standard I should want to test him a little more closely.

664. How far would you go?—Pounds, shillings and pence.

665. Only addition?—Addition only.

666. Not up to multiplication? — No, compound addition.

667. You would not put such a question as this, "Seven apples at 1*d.*"?—Yes.

668. In mental arithmetic you would do this?—Yes, I should, certainly.

669. Do you conduct the examination yourself, personally?—Yes.

670. When the prisoner comes in?—Yes.

671. And when he goes out?—At the quarterly examination, I do it then, and if I feel that I ought to do it, I do it when he goes out.

672. You keep a register of the examination?—Yes.

673. By examining them quarterly you have a means of ascertaining whether they have made progress?—Yes, quite so.

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Reverend C. T. ROLFE called and examined.

Rev. C. T. Rolfe.

674. (*Chairman.*) You are chaplain at Canterbury Prison, Mr. Rolfe?—Yes.

675. You have had some experience of prisons?—I would premise, first of all, by saying that ours is a peculiarly situated prison, because we only have a schoolmaster for two hours daily.

676. Yes, but one moment; what prisons have you been at?—I entered the service in 1884. I have been at Portsmouth and Canterbury.

677. Do you think the present system of education is satisfactory?—As far as it goes I should say it decidedly is.

678. Are the results satisfactory?—Yes.

679. Do you think sufficient time is given to it?—So much depends upon the object we have in view.

680. I should like to have your opinion as to whether you think that the present system is suitable for the prisoners—is it sufficient?—Am I to look at it from the parochial, school board, or national point of view, or simply just to ——

681. I should like to have your opinion as to whether the education now given to prisoners in prison is sufficient?—Yes, I should think so.

682. You do not think that any extension of time is necessary?—If you had more time you could do more. It is left at the Third Standard.

683. (*Major-General Sim.*) Do you think it is enough?—From the class of prisoners I come in contact with, I should say "Yes."

684. (*Chairman.*) Do not you find that the prisoners are more educated than they used to be?—Undoubtedly; many require no instruction.

685. What does your school staff consist of?—One schoolmaster.

686. Schoolmaster-warder?—No, he was appointed by the county, and his duties are limited to two hours a day.

687. That is a special case?—Yes.

688. He does not wear uniform?—No.

689. Is he a certificated schoolmaster?—No.

690. What is about the daily average number eligible for instruction?—Twelve.

691. What time in the day is education given?—9.30 till 11.

692. How is that given without interfering with the ordinary hours of labour?—We have them brought in—they are kept in—a man on my list has his name given in the day before to the warder, and he is kept in the next morning.

693. Are you aware of the clause in the Act of Parliament which says that instruction shall be given, provided it does not interfere with the ordinary hours of labour?—But the schoolmaster goes at 11 o'clock, he must have it from 9.30 till 11.

694. I do not understand why he should go at that particular hour of the day?—That has always been the arrangement. The hours are 8.30 to 10.30; his salary is 25*l.* a year.

695. Does it not appear to you that it is an interference with the hours of labour?—No doubt it is.

696. Are they educated in class?—No, cellular, because we have not enough No. 1's.

697. Supposing a man were at labour in a blacksmith's shop, he would be brought in?—I should have him brought in to have his quarter of an hour, but if I keep him in long of course I should clash with the discipline of the prison.

698. Anyhow, you take a quarter of an hour?—Yes.

699. Are you in favour of cellular in preference to class instruction?—I should think class instruction would be better if we had a discipline officer.

700. Are prisoners in No. 1 taught in class?—We have not enough of No. 1's to do that.

701. You think the prisoners profit more by cellular instruction than in class?—No, I think they profit more by class instruction.

702. Do you apprehend any difficulties or dangers from a discipline point of view to class instruction?—Of course it is understood that a discipline officer is present.

703. I understand you to say that you have not sufficient prisoners to educate in class?—No, under the present instructions, because we are limited. I have got about two men in No. 1.

704. (*Major-General Sim.*) They are nearly all Army or Navy men?—Yes, we are the centre of a string of garrisons.

705. (*Chairman.*) You probably have a better class of prisoners than most prisons?—I should imagine we do.

706. Do you examine all prisoners when they come in, whether they are sentenced to two or six months?—Exactly so.

707. Are you in favour of the present limit of sentence of four months?—That would depend upon the individuals; in some cases it would be simply labour thrown away.

708. Would you be in favour of reducing it to three months?—Personally, I think we might.

709. You think it would be worth while?—In my experience of small prisons it would be an advantage to lower the time.

710. Are you in favour of the present system by which a prisoner in his first stage is not eligible for instruction?—It ought to be obtained by good conduct in the second stage.

711. Do you agree with the present limit of age to 40?—I think that is sufficient; beyond 40 they are callous, they do not care.

712. Have you ever had an application from a man over 40?—No, I cannot call one to mind.

713. Supposing a man of 45 or 50 asked for instruction, would you give it him?—Not under the present regulations, because I am bound.

714. Do you know that there is a rule by which it is a matter for the discretion of the chaplain and governor?—I would gladly do so.

715. You see no objection to carrying it out?—No, but I find that beyond 25 or 30 they do not seem to care much.

716. Have you a good supply of books?—Yes.

717. You had a supply from Dover?—Yes.

718. How often do you change library books?—They are changed once a week.

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719. Do you change them oftener at all?—I do, personally. I change them myself, and instruction books we change fortnightly. Whenever a man makes a request, if is is only three days, I give him another.

720. As to the possibility of organising lectures on secular subjects—have you considered that point at all?—I thought it over. I have no doubt it would be advantageous if it could be arranged; but the present system of discipline would have to be altered, we cannot do it as it is now.

721. What are the difficulties in the discipline now?—The men go to work directly after chapel till dinner time, and the same in the afternoon.

722. Could the dinner hour be utilised?—It could be; of course they do not take an hour over their dinner.

723. Supposing the officers could be arranged for?—I should certainly say so.

724. I suppose you could give a lecture of 15 or 20 minutes twice a week to specially selected prisoners?—Yes.

725. Would you be prepared to lecture?—I think it would be better to have an outsider.

726. Do you think you could manage to get them?—It might be—not, perhaps, as a constancy.

727. Have you any suitable place?—There is the chapel.

728. Would you object to using the chapel?—Personally I should not.

729. Do you think the means of moral instruction of the prisoners is sufficient?—As far as they go. I should think these lectures come under that head. I see a man when he comes in and when he goes out, and as often as I can in the interim, and I endeavour to impart instruction whenever I see him.

730. Do you think that lectures would be a valuable addition?—I think they would.

731. We have had several objections to the use of the chapel for lectures. Some chaplains seem to feel rather strongly upon the point, but you do not feel that?—Personally I have none; the chapel is not consecrated; the Roman Catholic chaplain uses it. If it were a consecrated building it would be a different thing. The ordinary rooms are not large enough.

732. What room would that be?—The orderly room on the ground floor, where complaints are heard.

733. (*Hon. Mrs. Talbot.*) Do you think any use could be made of Sunday at all; would you be in favour of introducing any teaching or voluntary teaching then?—It would certainly serve to break the day; it is rather long in the afternoon.

734. Supposing there were any ladies or gentlemen who might offer their services on a Sunday, would that be a good thing?—I should think it would be.

735. Do you think they dread Sundays?—I can hardly say they dread them; the chief complaint is that it is a long day. We finish chapel about 3.30, and supper is the only break then till bedtime.

736. They have their library books on Sunday afternoons?—Yes, they are changed on Fridays and Saturdays.

736*a*. The first-stage prisoners have a book on moral instruction?—Yes.

737. Do you see any reason why a prisoner in the first stage should not be allowed a library book on Sunday?—No, it would be a great advantage.

738. (*Major-General Sim.*) Who gives out your library books?—The schoolmaster, on a Friday or Saturday morning.

739. (*Hon. Mrs. Talbot.*) Do you have women from these army places, Chatham, &c., and are they an unruly class?—No, we cannot complain—the worst women we had came from London. Our women as a rule are very good—no trouble at all.

740. They come from Canterbury?—Yes, and from Sheerness.

(*Chairman.*) The Chatham prisoners go to Maidstone.

(*Witness.*) I have no complaint to make of their conduct.

741. (*Mr. Merrick.*) Do you think that the education which the prisoners receive in the prison is sufficient to be of service to them when they obtain their release?—With the material we have to work upon, yes.

742. Do you think they make use of it at all afterwards, when they have their liberty?—I have no proof that they do.

743. Would you raise the standard for school instruction up to the Fourth Standard?—Yes.

744. Why?—Because a man who makes good progress should be encouraged to get on.

745. You think that if he is left in the position of the the Third Standard it is not of great service to him?—No.

746. What arithmetic test do you use when you examine?—I have addition of money sums, which I take round the cells, and I say "Can you do this," and if I find he does, I pass him.

747. Do you go beyond addition, to subtraction, or multiplication?—In the examination, I do if I find he can do addition.

748. Those who are under instruction, are they placed in contiguous cells?—No, on account of the requirements of the discipline.

749. The schoolmaster loses a certain amount of time going from cell to cell?—Not much, as it is a small prison.

750. What advantages do you associate with class teaching?—Emulation, and I think they get more instruction in the time.

751. To the benefit of the prisoner as well as the relief of the schoolmaster?—Exactly so.

752. Do you find that women over 30 are less inclined to instruction than men of the same age?—We have no female instruction.

753. Do you think that the books—educational and devotional—should be considered as part of the cell furniture, and under the control of the discipline department, or that it should be vested in the hands of the chaplain, to be worked by his agent, the schoolmaster?—No, I have no fault to find with the present system as regards that.

754. You do not think they should be a part of the cell furniture, and therefore under the care of the discipline department?—Practically it is in our charge now.

755. It has been suggested that the discipline department should take charge of the books, and that they should be regarded as part of the cell furniture?—Personally, I should say not.

756. Do you supervise the work of your schoolmaster?—Decidedly.

757. How?—By going round and asking to see their slates.

758. Do you personally examine those who are elegible for instruction when they go out?—Always.

759. Have you any examination in the meanwhile?—Yes, I examine them quarterly.

760. Would you think that they made any appreciable progress in six months?—Yes, I would.

761. If the dinner hour were appropriated for the purpose of instruction do you think the prisoners would resent it?—I should be inclined to think they might make objection.

762. How do they spend the 1½ hours now?—By reading the library books when they have them.

763. Is the work taken out of the cell on the Sunday?—Yes.

764. So that the men could not be picking oakum on Sunday?—No.

765. Have you any suggestions to make, either generally or specifically?—None, beyond what I have said before—that we should do better with less cellular and more class instruction.

766. What class of books do your prisoners prefer, magazines like "Sunday at Home" or the "Quiver," or novels, or books with a connected story?—As a rule they prefer periodicals.

767. (*Hon. Mrs. Talbot.*) If the prisoners had a quarter of an hour of their dinner time taken for instruction they would still have an hour-and-a-quarter to themselves; do you think they would mind that?—No, I do not think they would mind that.

768. If a quarter of an hour were stolen from the dinner hour?—I do not think they would object to that—it would still allow them to have a good read and to eat their

dinners. Of course it is understood that this only applies to the men eligible for instruction?

(*Chairman.*) Yes.

769. (*Mr. Merrick.*) Are you satisfied with the educational books provided?—Yes.

770. (*Hon. Mrs. Talbot.*) You have a choir practice?—Yes, on Saturday morning. *Rev. C. T. Rolfe.* 21 Feb. 1896.

771. Is that popular?—Very; the governor allows the whole of the men to be kept in for half-an-hour on Saturday morning. It takes from 9 till 9.30.

FOURTH DAY.

Home Office, Monday, 24th February 1896.

PRESENT:

R. S. MITFORD, Esq. (*Chairman*).

Hon. Mrs. E. S. TALBOT.
Major-General C. A. SIM.
Rev. G. P. MERRICK.
Captain C. EARDLEY-WILMOT (*Secretary*).

Rev. C. GOLDNEY called and examined *Rev. C. Goldney.* 24 Feb. 1896.

772. (*Chairman.*) You are chaplain of Stafford Prison, Mr. Goldney?—Yes.

773. Will you state what your experience has been?—Nineteen years next month.

774. All at Stafford?—Yes, I have been at Stafford all the time.

775. You have had some experience of prison education?—Yes; we have had the Commissioners' scheme in operation since 1881.

776. Would you say that it is satisfactory?—Moderately so. I should not say more than that; I think on the whole it works fairly satisfactorily—I think it is capable of being made more so.

777. What improvement could you suggest?—My complaint is that there is no time-table, and little or no system. Our opportunities for giving instruction are not sufficiently defined. There is a great difficulty in collecting the men from their various spheres of work, and the schoolmaster is overweighted with duties of various kinds. The class system might be extended under certain conditions.

778. What does your teaching staff consist of?—One warder-schoolmaster.

779. Then the schoolmaster-warder has discipline duties to perform?—He is liable; he is not called upon very often to perform them, except during assizes and quarter sessions.

780. What actual amount of teaching do the prisoners get as a rule?—The juveniles get the prescribed amount of teaching—one hour in the morning.

781. Every morning?—Yes.

782. (*Major-General Sim.*) Except Saturday?—Saturdays also; and the adults get one and a half hours, speaking roughly, in the afternoon of each day except Saturday.

783. (*Chairman.*) What time is that hour and a half given?—As nearly as we can make it, from 3 to 4.30, but it is altogether uncertain.

784. How do you get them for the purposes of education?—It is very difficult—a great many men, when they go into the cook-house and stores, and similar special departments, practically forfeit their instruction, and the schoolmaster cannot get them. They cannot be spared from wherever they are, and, therefore, practically one is obliged to say that they do not get instruction.

785. What are these employed at that do get it?—Bag making and picking oakum, as a rule.

786. In the case of men in their cells the instruction does interfere with the usual hours of labour?—Yes, it does so.

787. Do you think the dinner hour could be made use of?—Yes, I think it could. I always wished to do it. I have always regretted that I cannot visit them in the dinner hour.

788. Chaplains do visit them in the dinner hour?—I never do so, in deference to the wishes of the governor.

789. Do you think that any time in the evening could be made use of—between 6 and 8, say?—Of course, that would involve an entire remodelling of existing disciplinary regulations, because we are not allowed to go into any cell after 5.45. Granting this remodelling, it could be, to some extent.

790. Do you think it would be advantageous?—It would be so far that we should be sure of finding them in their cells—to that extent, decidedly.

791. Do you see any objection to that from a disciplinary point of view?—The schoolmaster, of course, would be required to stay in if he had any teaching to do in the evening—it would involve a great modification in the schoolmaster's hours—granted all that I think it would be advantageous, and I think it might be done.

792. Have you any other suggestions to make, increasing the time given to education—have you thought of any plan?—I have not thought of any definite plan, but if it were clearly understood from the Commissioners that they were prepared to encourage an extension of class-teaching, whether by the chaplain or by the schoolmaster, I think the governor and the chaplain as a rule could devise some very workable scheme.

793. You are in favour of class-teaching as opposed to cellular?—Not as opposed to cellular, but as supplementary to cellular.

794. Your Class 1 prisoners are not taught in class?—We have no schoolroom since the great structural alterations about 12 years ago—the schoolroom was incorporated into the stores, and we have never had one since.

795. Is there any other room that could be made available?—Yes, there is the officers' mess-room which is used only on Saturday afternoons.

796. Is it possible to arrange class-teaching in a ward?—I do not see what room would be available.

797. I mean in the ward itself on the ground floor?—We did have class teaching in one with the juveniles for some time. I do not think it is anything like as satisfactory as a room. I should very much prefer a room properly fitted up.

798. (*Mr. Merrick.*) What is to prevent your use of small tables at the cell door, enabling the men to do their writing or arithmetic lesson?—You mean for the tables to be moved outside the cell into the ward itself? It would block up the gangway. People are always wanting, for one reason for another, to pass up and down the ward. I do not think it is practicable.

799. What is the average number of prisoners for instruction?—You gave me the choice of a day of the week, and I have taken Thursday last. We were a little over the average then. There were 44 male adults eligible for instruction, and needing it; this is a little bit over the average, as we have had a good many transfers from other prisons lately.

800. Do you find that your schoolmaster's time is fully taken up?—I do, quite fully taken up. I have brought you a kind of table of his duties.

801. Are you satisfied with his qualifications?—As far as his duties go at present I am, but if he had to go into higher teaching it would be another matter. But he is quite competent to do what he is called upon to do, and does it well.

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802. As to the present standards, do you think they are sufficient having regard to the growth of education or might they be extended?—I think think they might be extended very well. I think we might go into geography and history, and so forth. As long as a man can read and write fairly, and do mental arithmetic, we do not go beyond that. I hardly know enough of the elementary schools to know what their standards are, but in the case of men with long sentences I think you might give them lessons or lectures in geography, and history, and subjects of that kind.

803. As to these lectures would you have any objection to the chapel being made use of for the purpose, for secular lectures?—I hardly think the point would arise in our prison, because the officers' mess-room, of which I spoke, could be made available. It stands empty all through the week. I think, therefore, it would not arise with us.

804. Would you see any objection to organising lectures of this kind from a disciplinary point of view?—None; and I think if there were some definite system, something like a time-table made out, that it might very well be managed, and the governor thinks so, too.

805. How would you find the time for it?—I would suggest that it be a matter for arrangement between each governor and chaplain. I think if the governor and I were given free hand we could very soon work it out.

806. Would you give your lectures to specially selected prisoners?—Yes, I should make it a privilege, and select most carefully.

807. (*Major-General Sim.*) Probably you would select a good many that you had not under instruction?—Certainly, I should.

808. So it would really be an addition to teaching?—Yes, it would be, but our hours would be clearly defined, though if the schoolmaster were to do much more his other duties would require to be modified very considerably.

809. (*Chairman.*) In the direction of relieving him of all disciplinary duties?—I think he should be a schoolmaster pure and simple.

810. I take it that the discipline duties which he does during the day are inseparably connected with his office of schoolmaster?—Broadly speaking, yes. The fact is that we want an assistant schoolmaster; my department is undermanned.

811. (*Major-General Sim.*) For instance, the being in chapel?—Yes, he helps in that, 20 minutes getting them in and 20 minutes out, and another 15 minutes for the service.

812. (*Chairman.*) He takes his turn at evening duty?—He sleeps in three times a month.

813. He takes his turn?—Yes, he takes his turn to that extent.

814. Does he go on escort duty?—Yes, he takes his turn at that, occasionally.

815. (*Mr. Merrick.*) Who takes the schoolmaster's duty while he is away on escort duty?—It is suspended.

816. (*Chairman.*) He takes his turn on escort duty as a sort of compensation for sleeping in?—No, as one of the subordinate staff.

817. Are you in favour of the present limit of four months rendering prisoners eligible for instruction?—There is a question here on the paper suggesting a three months limit instead, and I think it might very well be tried, always granted sufficient teaching power and a better system than we have at present—granted these conditions, I think it might very well be tried. I have written down an answer to that. I say (*reading*) "With a well defined "system and time-table, and a suitable room as school-"room, I should be disposed to give the proposal a trial. "Forty minutes weekly for eight weeks might very well "be serviceable to a considerable section of prisoners."

818. You would not go beyond that—lower than three months?—No, I do not think so, having regard to the general class of prisoners who come in for less than three months.

819. (*Major-General Sim.*) You examine them when they come in?—Only the four months men and upwards. I see the others, but I do not examine them at all. The examination is conducted by myself and never by anyone else. I always test them myself.

820. (*Chairman.*) Do you have an intermediate examination?—I had a quarterly examination, but that gradually lapsed. I spoke to the inspector, Admiral Fenwick, on one occasion, and he said he did not care, and with his consent I dropped it. Practically it proved superfluous.

821. Do you think the education should be looked upon as a privilege or should be a recognised part of the prison system?—I think it should be a recognised part of the prison system. I do not think it is sufficiently regarded as a privilege for it to work very well in that way. I think it should be part of the prison system, but the extension of it which I am contemplating should be a privilege and would be appreciated.

822. You think it is not appreciated?—I think a large proportion do not appreciate it, although some do.

823. (*Hon. Mrs. Talbot.*) If you had those classes the men would appreciate them?—I am sure they would—I should select men who would do so, and I am sure they would do good.

824. (*Chairman.*) Do you approve of the present limit of age to 40, beyond which prisoners should be excluded from instruction?—No, I have reported against that year after year to the Commissioners. I have suggested it was too high. I do not think a man learns much, as a general rule, after 35, and I have reported in favour of lowering it to 35. I feel strongly that it is a waste of teaching power to deal with men who are over 35.

825. Have you ever had an application from a man over 40?—Yes, and from women over 40, and I invariably grant them. Those who desire instruction are those who profit by it.

826. Do you think it is worth while teaching over again those who have forgotten what they learned?—Yes, I think it is, in many cases. I think one can hardly makes general answer, but I have written in my notes, "In many cases, yes."

827. (*Major-General Sim.*) I suppose you have a great many prisoners coming in often?—Yes; I think almost two-thirds are old offenders, and not much over one-third are first offenders. The great bulk are certainly old offenders.

828. (*Chairman.*) Do you find them profit by education—I can hardly give you a general answer, men vary so much.

829. You do not think they profit much when they go out?—No, I do not think so, distinctly not.

830. (*Mr. Merrick.*) They do not make use of it?—I have not been able to trace it, although I try to inquire after them through the Prisoners' Aid Society agents.

831. (*Hon. Mrs. Talbot.*) Then it is more to interest them in the prison?—I think to interest them, to take away from the monotony of their lives, tends to good in many cases. It is very difficult to point to any practical result.

832. (*Major-General Sim.*) When you have one of the Third Standard men that have passed out and come back again—do you find he has forgotten all, or do you find he is about the same degree?—Sometimes they come back after an interval of eight or ten years, and then one may find that they have forgotten. But not as a general rule.

833. (*Chairman.*) Do you think that Sunday afternoons could be utilised at all?—That, again, clashes with existing discipline—the schoolmaster is every other Sunday off duty. Of course, this all points to an increase of the teaching staff. Our schoolmaster goes off duty at 4 o'clock—the prisoners being in their cells, officers go off duty about five minutes to four. The men go to service in the morning, and the women go in the afternoon, and then the next Sunday it is *vice versâ*, and when they are not in chapel they are at exercise.

834. (*Hon. Mrs. Talbot.*) Is that popular?—It is with the officers, but I have no clue to guide me as to the prisoners. The males go three times a week, and the women go three times a week, instead of every day. It relieves the officers more than I can describe.

835. (*Chairman.*) Have you a good selection of library books?—Yes, we have nothing to complain of.

836. Do you think the present system of distribution is sufficient?—Quite; I change their books, if they require it, once a week, or oftener—they are very well satisfied.

837. Supposing a prisoner got tired of a book in two days or so, would you let him have another?—One would be guided by the individual case.

838. You would not say he would have to wait?—Oh, no, I should not, necessarily.

839. Do you think any extension of allowing books desirable in the case of first and second stage men?—I think in the case of a prisoner having a long sentence there might be such an extension. It is a great deprivation to a well-educated man to be two months without a library book.

840. (*Major-General Sim.*) What books are most read—historic?—"Pilgrim's Progress" is one of the most popular books, and books like "Robinson Crusoe," and popular travels.

841. Have you Kingslake's "Crimea"?—I am not quite sure whether we have that particular book. I don't think we have the Waverley Novels. There is a large demand for "Pilgrim's Progress" and we have a number of copies. We have several copies of the "Popular Educator"—that is another book which is in demand, and histories of various kinds. Of course, we have prisoners of every degree of education and every class of society.

842. (*Chairman.*) Do you think the prisoners in the first or second stage should be allowed a library book on Sunday?—I have not thought the point out, but I think such a thing as that might be regarded as a privilege. I am in favour of helping on discipline by such privileges, and making them privileges rather than rights. I think discipline is helped and good feeling engendered by little encouragements of that kind.

843. Have you ever seen any prisoners who are absolutely illiterate?—I am very much struck with the great decrease in prisoners of that class. At present I have only seven who are wholly illiterate, of those that are eligible.

844. Do you think that is due to the Education Act?—I think that may have much to do with it. We have a total of 430 men, and of those only seven of teaching age are wholly illiterate—of course there are a good many older men who are illiterate.

845. (*Major-General Sim.*) A good number of the older men would be illiterate?—I should fancy so, I have no doubt about it.

846. (*Chairman.*) As regards the women, do you find they appreciate the instruction?—Yes, on the whole I do; women vary very much in temperament. I think a great many appreciate it very much. I have had several applications from women, and I invariably grant them.

847. What number of women have you for instruction?—We have at present 14 adult women under instruction.

848. (*Hon. Mrs. Talbot.*) Is your schoolmistress well qualified?—She is very anxious, and she takes great pains with her teaching. She is rather easily discouraged, but still very painstaking, and only needs a little encouragement.

849. She has a good influence over them?—Yes, she has a distinctly good moral influence over them.

850. Have you lady visitors?—No. My difficulty would be to find any lady with the exact qualifications for a lady visitor. If we could get such ladies, I think they would often do a great deal more good than the chaplain; but I think the ordinary lady would be taken in—one wants a long special apprenticeship to deal with some of these women.

851. (*Chairman.*) We are also to inquire into the means of moral instruction, in addition to the lectures, have you any other suggestions to make?—I am afraid, with the exception of what I am able to do by Sunday and week-day teaching in Chapel, one is obliged to say there is very little moral instruction except by the cellular visits. I should like to assemble selected prisoners in small classes without any officers.

852. The difficulty, of course, is taking them away from their labour?—That is the difficulty. But, I think, if it were understood that the Commissioners were in favour of it, that difficulty could be got over.

853. At present it is laid down in the Act of Parliament that instruction shall be given, provided it does not interfere with the ordinary hours of labour?—Yes, and there is an instruction also for the chaplain that he should assemble the prisoners from time to time in classes.

854. You prefer to leave it for the governor and chaplain to settle between them?—I think that, as I have said, if it were clearly understood that the Commissioners viewed such proposals with favour, governors and chaplains could easily work them out together, although I can only speak from my own experience.

855. (*Hon. Mrs. Talbot.*) You said that the juveniles are taught in class; have they a room?—They have a room. We are very particular to separate the juveniles from the adult prisoners.

856. Are the men taught in the same room?—No. That would not do for the adult class; it would involve the bringing down the adults to where the juveniles are; and we have laid ourselves out to separate them entirely from the adults.

857. But could not the men use the room for class teaching at a different time to the juveniles?—Perhaps that might be managed. We have this room available, but really we want a regularly fitted-up room devoted to teaching purposes. I cannot say that we have the proper teaching apparatus at present, and, therefore, to a certain extent all is perfunctory; we have to do the best we can.

858. (*Major-General Sim.*) I see that every day the teachers are employed two hours with the library books, taking one day with another; could that work be anyhow shortened?—I do not know; we change books once a week; there is the going round, the cataloguing, the keeping in order; all this takes a great deal of time. I suppose we cover a much larger area of ground than most local prisons—from one male block to another male block it is a distance of about 80 yards, and it takes a lot of time.

859. (*Chairman.*) It has been suggested to us that a great deal of time would have been saved to the schoolmaster if the hymn book, Bible, and prayer book were made part of the cell equipment—would that be any advantage?—I am afraid it would not be to the advantage of the Bible, prayer book, and hymn book, because a great many of these men, who are illiterate men, would damage the books from pure mischief. I think it is better that they should be collected.

860. You are not in favour of it?—I think it better that they should be collected and issued as they are now.

861. (*Mr. Merrick.*) It is only adding a little more to the warders' duties?—I was talking yesterday with the chief warder about the matter, and I should be unwilling for anything at all to be added to their duties in our prison.

862. Theoretically, do not you think it would be a good thing?—Yes, theoretically, assuming always that the warders have the time to do it.

863. That is making one examination of the cell instead of making two, one for the furniture and the other for the books?—Yes, strictly theoretically I think it would do, but what I mean is that on the average each warder has just now nearly 50 men to look after, and we think 30 is as many as he can look after, and so I do not like to suggest anything which would add to his duties.

864. (*Chairman*). But the staff has been increased of late years?—Yes, the staff has been increased and we have available for 430 men to-day 25 officers, excluding, of course, the cook, the stores officer, the stoker, and the gatekeeper, and the reception officer, and the schoolmaster. If an officer happened to be on leave or on escort duty, that would still further reduce the number.

865. With regard to the convicts; do you think that more attention might be paid to them during their nine months' separate confinement?—Convicts, of course, are entirely of a different class from the ordinary local prisoner, as a rule they are of a higher grade, but, of course, they comprise all grades, and I think in many cases it is most desirable. I think anything that would mitigate the rigours of that nine months would make for good, because it is a very trying time. I have had four or five years' experience in this, and they feel it very much.

866. (*Hon. Mrs. Talbot.*) What do they feel so much?—The silence, the never going out of their cells except for the hour's exercise. They are working, sleeping, and eating in their cells, and they feel that very much. They feel also the silence, and I think it affects them injuriously; therefore anything which would mitigate what I regard as an evil I should be bound to favour.

867. I have had it suggested to me that it would be a good thing if they could be allowed to talk—two or three together—in the presence of an officer?—I have heard that suggestion, but I do not see my way to favour the idea; it would be open to difficulties; whoever was present I think there would still be danger, but still a great deal might be done without any fear of breach of discipline to make those nine months more endurable for them.

868. (*Mr. Merrick.*) Have you ever known a case where a man has been injured by his being shut up for nine months?—Yes. In 1892, I reported so strongly that the Commissioners sent Dr. Gover down. In several cases, power of speech, and power of fluency were very much injured—that is my strong opinion.

869. Have you had many instances of that?—So many that I incorporated the question in my report. I feel very strongly about it.

870. You said just now that you were not quite satisfied with the present system of education; would you tell us in what way it should be made more efficient?—We want to be organised; we want some definite method; I should

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wish to know at what hours of the day the men could be found in their cells. A definite time table is greatly needed; and the governor thinks so, too.

871. I thought you referred to the qualifications of the schoolmaster, and the number of lessons given in the week?—With regard to the lessons, the time ordered is 20 minutes twice a week; I have never known a prisoner to get half 20 minutes regularly. I do not believe that they get half 20 minutes. I should think it is much more likely to be a quarter of an hour, once a week.

872. (*Hon. Mrs. Talbot.*) Is that the difficulty of collecting them?—That; and the multifarious duties of the schoolmaster.

873. (*Mr. Merrick.*) Those who are attending your school; do they occupy contiguous cells?—In no way whatever; they are scattered all over the prison.

874. That is a matter that could be arranged between the governor and yourself?—I am not quite clear as to how a re-allocation of cells on an educational basis would work.

875. What are the conditions under which you would extend class teaching?—Secular teaching?

876. Yes—I would extend the system of lectures for the men who have long sentences. Supposing that for a certain period they were in every respect well behaved I would have a small class, and I would myself, or through others, give lectures and class teaching very gladly indeed, at stated intervals. I should not want an officer.

877. Would you extend the class teaching with reference to such subjects as reading, writing, and arithmetic, geography, and history?—I think I would teach geography and history in class, it would interest them, and do them good. As long as a man can just read fairly, and write fairly, he is supposed to be educated so far as prison is concerned. One condition would be that I had a voice in the selection of the men. I should like then to be allowed to teach them history and geography.

878. Do you think the prisoners would resent the appropriation of their dinner hour and a part of their recreation time for the purposes of instruction?—I am sure that, apart from confirmed gaol birds, a great many would hail it; I think that those who resent it would be the minority.

879. What would be the gain to the prisoner himself in extending the subjects taught in school?—I think it would, of course, so far relieve his imprisonment; it would much relieve the monotony of a two-years' man. It would have a very good effect on that man in relieving what is the hardship of his imprisonment. The Prisoners' Aid agents, too, could get them better places when they went outside if they were better educated. I think we could help them in that way.

880. Your great object is the relief of the monotony of life in the cell?—I have that idea in my mind. I have also the idea of helping on discipline. A man gets discontented if he is left alone, he gets morose and irritable, and breaks out very often in the last three or four months.

881. If instruction were given to prisoners who were in for three months, how early in the sentence would you commence?—I would do as we do now, in the second stage.

882. Not before?—I do not think so; that would give 7 or 8 weeks, and I think if he got his full 40 minutes a great deal might be done.

883. What would you think should be the duties of the schoolmaster?—I think his first duty should be to give the instruction laid down and then his other duties, with the aid of an assistant; it is too much for one man in our prison, and it is the teaching that suffers.

884. You employ him in clerical work?—He is employed as a matter of fact in clerical work; he has to write all letters and petitions, but I think, granted that the teaching staff is adequate, that this would fairly fall within the province of the schoolmaster.

885. You would not take from him the writing of the letters?—No, because it would place the onus upon the other officers. I have only my experience in Stafford Prison to go by; our schoolmaster, who is one man by himself, is, undoubtedly, overweighted.

886. I take it that the objection was illustrated by your own schoolmaster being employed in so many occupations?—What I meant to say was that under our conditions of having only one schoolmaster he was overweighted by his many duties. But I think all the duties in question fairly fall within the schoolmaster's department.

887. Would you alter the limit to which women are subject?—My own idea is to lower the limit from 40 to 35, for both sexes, and to allow the chaplain the power to admit anyone above that age at his discretion.

888. You apply that to both men and women?—I think so.

889. Do you think, as a rule, women make as much progress as men after they are 30 years of age?—I have no reason to think otherwise; I do not see much difference. I think, very often, the greatest progress is made by women. I would lay before you a return in regard to one question. Taking 100 prisoners, I was asked to give the results of the present system in their case. I could not quite clearly answer the question, as formulated; but I have taken 100 prisoners, and I find that out of the 100 only 10 failed to make some improvement. Of course, that is very good as far as it goes, but in many cases it only means lifting a man from one standard to another by a very narrow margin, indeed.

890. How long were they under instruction?—That I thought of getting out, but I can only strike an average; the average time, I believe, is about nine months. We have a great many men, sentenced to nine months actually, and eight or nine months would be about the average with some four months, and some few two years.

891. Do your prisoners value magazines preferentially to story books, such magazines as the "Quiver"?—Oh yes, they do; they are in great demand.

892. Do you think they prefer them to the others?—I do not know whether I can say that they actually prefer them, but I think they are on at least a par with the others.

893. Would you lay down as a qualification of the schoolmaster that he should be certificated? If you are going at all to extend the teaching given or to raise the standard, I certainly should—if matters were to remain in *statu quo* it is unnecessary.

894. Do you think the schoolmaster should wear a uniform?—I should think they should wear a uniform, which indicates that they are on the discipline staff. Prisoners, in my judgment, are much more amenable to discipline when the officer wears the uniform.

895. Would you give them a distinctive uniform, or give them the uniform of the discipline staff?—I would give them the uniform of the discipline staff.

896. Would you give me an idea of the test that you give in writing and arithmetic?—Of course, it depends; *e.g.*, if he is a merchant or clerk I pass him at once. In other cases I ask him to write his name, or give him a piece of dictation. I test a man in mental arithmetic by making him calculate in his head fairly easy money sums.

897. You do not limit it simply to adding up?—No, I take such mental arithmetic as would be needed if he kept a small general shop.

898. What school books do you use?—We have a reading book.

899. Is it National Society?—Yes, and arithmetic book.

900. Are you satisfied with the books?—Yes.

901. In regard to the list of books which you are demanding from the Prison Commissioners after you have done so, do you submit that list to the visiting justices?—No never.

902. You do not know any order on the subject?—I was not aware of one; I would do it, but I never have troubled them, as a matter of fact.

Rev. W. N. Truss called and examined.

Rev. W. N. Truss.

903. (*Chairman.*) You are chaplain of Knutsford Prison?—Yes.

904. Will you state what your prison experience has been?—27 years.

905. All at Knutsford?—Yes.

906. Do you think that with your experience that the present sytem of education is satisfactory?—In speaking of my own prison I should say, "No."

907. In what respects do you think it might be amended or improved?—The schoolmaster is 65 years of age, but I do not think there is sufficient time given to it. We are

in a very difficult position compared with other prisons—we have so many from Manchester and Liverpool transferred; and, of course, there is, perhaps, a very short time left for them to finish their imprisonment.

908. So they are not eligible for instruction, and, therefore, would not come within the difficulties you are describing to us?—We have no time really to give them proper attention.

909. What time do they get now?—They get three days a week—Monday, Wednesday, and Friday; the schoolmaster goes round to their cells, and he spends about 2.30 to 3.30 in going round.

910. Do you have any class teaching?—No.

911. What prisoners does he see in their cells between 2.30 and 3.30—are they not at labour?—Yes; he has only 25 that are eligible for teaching.

912. And your staff consists of one schoolmaster-warder?—That is all; yes. There are 370 males in prison.

913. Do all those 25 prisoners get regular instruction?—Yes.

914. How is it that it is only given three days a week?—He has not the time—if I might say how his time is employed?

915. Pray do?—He comes on duty at 8 o'clock, and from 8 to 8.25 he prepares a list of admissions and discharges.

916. He prepares that list for you as chaplain?—Yes, in a book. I see each prisoner, and then I put it into the official book. Then he rings the bell for chapel, and he attends, of course, daily service; and at 9.15 he examines all receptions as to their education, and distributes educational and other books, and examines all books from prisoners on discharge; at 10.15 attends to all applications for letters and petitions, and serves out the different forms to prisoners in their cells; and I should say he often has to write petitions for prisoners who could write themselves.

917. That is part of the schoolmaster's duty?—Some of the men could write their own petitions, but prefer the schoolmaster to write them.

918. Why should he do that?—He has been told to do it by the governor. From 12 to 1.15 he has dinner. Then from 1.30 to 2 writes any letters for prisoners who cannot write, and from 2 to 2.30 withdraws all convicted prisoners' letters, and reads them before they are posted. From 3 to 3.30 gives school instruction where required; 3.30 to 5 distributes library and other books daily to each prisoner having his book renewed every seven days. On Sunday he is on duty from 9 to 12 every Sunday, and from 1.30 to 4.15.

919. Every Sunday?—Yes.

920. Does not he take his turn off duty with the other officers?—No. He also has to arrange for the Roman Catholic service.

921. Has he ever objected to coming in every Sunday?—No.

922. Is he on duty between 6 and 10?—No.

923. Does he take his turn at sleeping in with the other officers?—He has done, but not very lately.

924. He does not help in the clerical work?—No.

925. Is he sufficiently qualified for the teaching which he gives?—I should hardly say that he was. I think a certificated schoolmaster would be better; he was schoolmaster in a parish near Knutsford, before he came to the prison, over 10 years.

926. (*Mr. Merrick.*) He is really a qualified man, as he has been a schoolmaster?—Yes, but he could not teach any higher branches; he is not a certificated master.

927. (*Chairman.*) You think he should not wear uniform?—I think not; because he is a schoolmaster-warder.

928. Would you relieve him of all discipline duties, and put him in plain clothes?—I would.

929. Are you in favour of this present regulation as to four months' sentences?—No, I certainly should be in favour of lowering it.

930. To what extent?—I should say to three months, at least.

931. When would you commence, in that case, to give instruction?—I should give it within a month; after he has been in a month.

932. As soon as out of the first stage?—Yes, a man sentenced to four months' imprisonment only receives one month's tuition.

933. How is that?—I think—is not that so?—according to the marks, he must earn so many marks.

934. But he would get instruction when he is out of the first stage, would not he?—Not until he has earned 448 marks.

935. He would get two months' education then out of a four months' sentence?—Yes.

936. You think it would be worth while to reduce the limit to three?—Yes, and begin the education after the first stage.

937. Do you approve of the present limit of age to 40, after which prisoners are excluded?—Well, I think I should be inclined even to extend that, if a prisoner wished to be taught, I should let him be taught.

938. There is a discretionary power left to the governor and chaplain, you know?—Yes; we had a case of a man close on 40 who applied, and he could not read or write, but before he left he was able to read.

939. If he had applied over 40, would you give it?—Yes.

940. I do not suppose the governor would make any objection if the chaplain recommended it?—No.

941. You think the present standard as laid down is sufficient; you would not raise it?—No, I think not.

942. Do you think more might be done between 6 and 8 in the evening, supposing fresh arrangements were made as regards the duties of the schoolmaster?—I think that would be a very good plan. They would be much more inclined to give their attention.

943. You think they would?—I think so.

944. Do you think that the dinner hour might be utilised more?—Yes, I think it might; they read in the dinner hour; they might as well receive instruction.

945. Do you think the prisoners would be likely to object to being instructed in the dinner hour?—I do not think so. I presume you would give them about a quarter of an hour?

946. Yes?—I do not think they would object.

947. As regards library books; do you think the present distribution is sufficient?—I think the Commissioners should allow the chaplain discretion in the matter; of course, some prisoners read much quicker than others and some have smaller volumes to read. At present we only change the books once a week.

948. (*Major-General Sim.*) Would you change them oftener if they asked?—I have done it; of course, I do not suppose I ought to.

949. (*Chairman.*) We leave that to your discretion entirely. The rule is that they must be changed once a week, but the Commissioners would have no objection to your changing them oftener?—Then I should certainly change them.

950. (*Major-General Sim.*) Have you a particular day?—Yes, Monday.

951. (*Mr. Merrick.*) What is your practice with reference to patients in the infirmary? How often do you give books to them?—Just the same—once a week.

952. If a prisoner is sick in his cell do you make any difference to him?—No.

953. (*Major-General Sim.*) Do you think Monday is a good day to change the books?—I think so—you see they go to chapel twice on a Sunday, and now they exercise on the Sunday they have not much time for reading.

954. Do not they read a good deal on a Sunday?—I do not think so—they have not much time for reading on the Sunday now, because they have the exercise. They never used to exercise on Sunday, and they seemed perfectly satisfied to have the Sunday quiet—to go to chapel and then go back to their cells, but now it is continually going to and fro with us.

955. (*Chairman.*) Do not you think they prefer the exercise on Sundays?—They get exercise on every day in the week besides Sunday—I think Sunday is much better for them to have their day of rest. They go to the services morning and afternoon.

956. They used to get it years ago?—I myself think it would be better for them to be able to go back to their cells and to have their books to read.

957. Has it always been the custom to change them on Monday?—Yes.

958. It is merely for you to arrange that?—We have no time table at all.

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959. You would be in favour of a definite time table?—Yes, I think so, to state what time should be given.

960. Do you think any advantage might be gained by the schoolmaster visiting the prisoners in their cells on Sunday afternoon for the purposes of moral instruction?—I do not know—there are the services and if a prisoner wants to see the chaplain he can do so. I, as a rule, see them once a month—those who are in any time.

961. Then as regards prisoners in the first stage, have you any views as to the question of supplying library books?—I think every prisoner should be supplied with a book.

962. From the time he first comes into prison?—Yes—of course they have a book of moral instruction and they like it very much.

963. You would not regard it as a privilege?—I would rather they should look upon the library book as a privilege.

964. To be earned after they have passed the first stage?—Yes.

965. So you are in favour of the present system?—Yes.

966. Do you think the prisoners in the first and second stages should be allowed a library book on Sundays?—Yes, I think that would be a good thing, so that the chaplain might be allowed either to give them "Good Words" or the "Leisure Hour."

967. (*Major-General Sim.*) What is their favourite book to read?—They like, I think, naval and military adventures.

968. (*Mr. Merrick.*) Do they like the magazines?—Very much; one book is a very great favourite with them, that is "The Devil's Chain."

968*a*. Are you satisfied with the list of books?—Quite; I think we are very well supplied, indeed.

969. (*Chairman.*) Have you a good library at your prison?—Yes, excellent, I think.

970. One of the points we have to inquire into is as to the means of moral instruction. What are the existing means for the moral instruction of prisoners?—Simply visits of the chaplain to the cells, individually. I think that is sufficient. Of course in a prison like Knutsford one chaplain can do it, but in a prison like Strangeways, where there are over 1,000 prisoners, I do not think it is possible for one chaplain to do it.

971. Another point we have to inquire into is whether it is possible to organise lectures upon moral subjects; what are your views upon that question?—To give lectures to the prisoners I consider would be a good thing, but I consider it would be better to give technical instruction which would enable them to undertake some trade outside. My experience makes me think that the great difficulty of the present system is that the prisoners when discharged have no effective link with the outside world. At Strangeways Prison I am told that the young women have been taught to wash and iron in the laundry there, and that when they go out they are able to earn as much as 1*l*. a week.

972. But many male prisoners do learn a trade, do not they?—Yes, but not at Knutsford. There are, however, some men in the prison who are making some boots, and the schoolmaster, who understands shoemaking, said it was very well done.

973. You are in favour of lectures?—Yes.

974. But you prefer technical education?—Yes, it would require, of course, an increased staff to have lectures. With regard to the officers, I am sure a great deal depends on them. I mean they may have a very good effect upon the prisoners, but, if I may say so, I think supernumeraries are a great mistake—there are a great many at Knutsford.

975. (*Mr. Merrick.*) It is the result not so much of desire as of necessity?—I cannot say that.

976. (*Chairman.*) As regards these lectures, do you see any way by which they are to be organised at your prison, do you see any difficulties in the way of organising them?—No, I do not.

977. Where would you hold them, where would you give them; would you object to the chapel being used for the purpose of secular lectures?—I should not like to see it used.

978. How could you organise them at your prison?—The governor could arrange that. I believe he said it could be done if there was sufficient staff.

979. And you, I suppose, would be prepared to give a lecture once a week, or once a fortnight?—Yes, or if I might be allowed to get someone you would not object to that?

980. No, I think it would be very desirable?—I think it is a very good plan for someone to come in and address them sometimes.

981. Do you ever get anyone to come in?—When I am on leave.

982. It is quite open to you to get anyone to come in when you are on duty, if you wish?—Is it? I should be very pleased to do that.

983. Have you any special suggestions to make?—I have written out a list.

984. (*Hon. Mrs. Talbot.*) Have you any juveniles?—No; there is a boy, 16 years of age, whom I intend sending to the Church Army Home.

985. Have you a schoolmistress for the women?—Yes, we have a very good one; she has a very good influence with the prisoners.

986. (*Chairman.*) She gets in two hours a day?—Yes.

987. (*Hon. Mrs. Talbot.*) They have got enough time for two hours a day?—There are only 69 women.

988. (*Chairman.*) What is about the actual number eligible for instruction?—About nine.

989. (*Hon. Mrs. Talbot.*) Are they anxious to learn?—Yes.

990. Do they ask you for books?—Yes, they do, and there is one woman she cannot read yet, but she learns the hymns—they are repeated over to her and then she remembers them. She is a woman of about 40.

991. Do the women join in the choir practice?—No, we have no choir practice.

992. You have no singing?—Oh, yes, we have singing—we want a proper chapel badly; we have got a very nice American organ and the singing is very hearty—we have no practising at all—the schoolmaster leads. We have the women alone owing to the new management which the governor has made—the men come on Tuesday and the women on Wednesday—the men on Thursday and the women on Friday.

993. (*Mr. Merrick.*) I find your schoolmaster is employed on Mondays, Wednesdays, and Fridays giving instruction—if he visited them on Wednesday when would he visit them for their second lesson that week?—I do not know.

994. Do you know the rule on the subject that the scholars are to receive instruction twice a week with two days between the lessons, there would be two days between those who come in Monday and Friday—but those who come in on Wednesday—when would they receive their second lesson that week?—I do not know. I suppose that those who receive lessons on Wednesday do not get any other.

995. Do you examine yourself all those who are eligible for school instruction of those whose sentences are four months and upwards?—Yes.

996. Do you examine those that are eligible for school instruction (and receive it) before they are discharged?—No, but I examine them at the end of three months.

997. You have a quarterly examination?—Yes.

998. What school books do you use?—Arithmetic, and the National Society for reading.

999. What writing test do you give them?—We have nothing but the slates.

1000. How do you test them in writing?—Dictate a short sentence.

1001. What arithmetic test do you give?—Addition of money.

1002. Nothing beyond that?—No.

1003. Any mental arithmetic?—No.

1004. Does your schoolmaster come in on Saturday afternoons?—No.

1005. He comes in on Sundays twice?—Yes.

1006. What is he employed in doing on Sundays?—When he comes in in the morning he arranges for the service in the chapel, and in the afternoon the same. The Roman Catholics have service in our chapel, and he has to go in and arrange for the Roman Catholic altar to be moved into the chapel.

1007. Do you think the schoolmaster should be in uniform?—No, I think not.

1008. You do not think he should be a disciplinary officer at all?—No.

1009. Do you in any way supervise his work, and are you sure that every man receives his instruction?—Yes.

1010. Have you a book or register of some kind?—He has a book.

1011. Does he return every day to you the particulars of his work?—No, the schoolmistress does; every week she makes a return.

1012. Are you satisfied with the books whose titles you find in the catalogue?—Quite satisfied.

1013. Would you make the devotional books part of the cell furniture, making the warder responsible for them instead of the schoolmaster?—I should keep that in the hands of the schoolmaster.

1014. You would not make the devotional books part of the cell furniture?—Yes, I would.

1015. Would you make the Bible, prayer book, and hymn book part of the cell furniture the same as the bedding?—No, I should make the schoolmaster entirely responsible for that.

1016. Do you prefer the cellular to the associated teaching?—Yes. *Rev. W. M. Truss.*

1017. What are the advantages?—I think that with class teaching it opens the door to communication and prisoners talking to each other, and first offenders associating with old hands. I think the cellular is best. 24 Feb. 1896.

1018. Have you a schoolroom?—No.

1019. You have not any accommodation for teaching them in class?—No, unless the governor could find a room for us.

1020. (*Major-General Sim.*) No room in the corridors?—No.

1021. Any hall where you could put desks in at the end?—No, I do not think you could do that. They are making, of course, great alterations now.

1022. (*Chairman.*) At present you would not see your way to it?—No.

FIFTH DAY.

Home Office, Friday, 28th February 1896.

PRESENT:

R. S. MITFORD, Esq. (*Chairman*).

Hon. Mrs. E. S. TALBOT.
Major-General C. A. SIM.
Rev. G. P. MERRICK.
Captain C. EARDLEY-WILMOT (*Secretary*).

Rev. D. MORRIS called and examined. *Rev. D. Morris.* 28 Feb. 1896.

1023. (*Chairman.*) Mr. Morris, you are chaplain of Liverpool Prison?—I am.

1024. Will you tell the Committee what your prison experience has been?—I am now in my 23rd year as chaplain.

1025. Have you been all your time at Liverpool?—I have been at Liverpool only.

1026. Do you think that the present system of education is satisfactory?—No, I do not think it is.

1027. In what respects?—The schoolmaster's position altogether is not what it ought to be. It is very inferior, but, as a rule, I do not think a warder-schoolmaster is a competent person to give instruction at all to be of use such as the Commissioners would like or educationists would understand. In Liverpool we have been very fortunately placed, because the schoolmaster that we have now, who has been schoolmaster for several years, is head and shoulders in education far above the better kind of warder officer that I come in contact with. On the female side also, up to last year, we have equally been favoured by a schoolmistress who has had some practice as teacher in a National school, who is in every respect of high character and well educated, and so I think we have been favourably placed; but in the case of the male prison there are many difficulties that prevent even the scheme that the Commissioners have fixed from being carried out.

1028. What is the time actually given to education to the male prisoners?—There are days when there is no education given at all, and on the days when education is given it does not exceed more than three and a half hours.

1029. Do your prisoners get about 20 minutes twice a week?—No, the order is 15 minutes.

1030. I understand that they do not get that?—They do not get even that half hour a week.

1031. What is the reason?—The schoolmaster is employed in other duties that the governor requires of him as warder-schoolmaster.

1032. Would you say what these other duties are, please?—I have them here (*reading*)—

"Copy of duties performed by the warder-schoolmaster on 3rd December:—

"From 8 to 8.35, indexing receptions of previous day.

"From 8.40 to 9.10, play the harmonium at the Roman Catholic service—the schoolmaster is a Roman Catholic.

"From 9.15 to 10.30, prepares punishment book for governor and attends governor.

"10.40 to 11.50, teaching.

"12.15 to 1.25, dinner hour.

"1.30 to 2, made out discharge lists.

"2 to 4.30, teaching.

"4.30 to 5.55, distribute books to reception prisoners and collecting from those to be discharged the following day, and in general clerical work."

That is a specimen of one day.

1033. Does he help in the general clerical work—does that mean that he works in the clerk's office?—No, I should think not. I do not know what that last expression means.

1034. (*Mr. Merrick.*) What is the force of the word "general"?—I suppose any sort of clerical work that he might be asked to do by the chief warder or the governor. Then there are days when there is no teaching at all. On Thursdays and Fridays the libraries are to be attended to—the distribution of books in a large prison like ours, where there are 700 males, of whom probably 200 receive books, or even more, would take two days. He has also in those two days to look after the officers' library—on Thursday and Friday there is no teaching at all on account of the changing of books—also on Thursday afternoon about 3.30 he is in the officers' library, which is under his care.

1035. (*Chairman.*) Your teaching staff consists only of one schoolmaster-warder?—Yes.

1036. And you have an average of 70 eligible for instruction?—I should be inclined to put the average about 50 for the last 12 months.

1037. What time does your schoolmaster-warder go off duty?—6 o'clock.

1038. Does he take his turn at sleeping in?—No.

1039. Any evening duty?—No.

1040. Does he go on escort duty?—No.

1041. He takes his turn every other Saturday afternoon?—Yes.

1042. Is he on duty on Sunday?—Every other Sunday afternoon he is in with the other officers.

Rev. D. Morris.

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1043. Supposing he were relieved of the discipline duties that he performs, would he then be able to teach every day?—If he were relieved of the distribution of the books as well as clerical work, he could give six hours' instruction.

1044. But supposing that he no longer indexes receptions or prepares reception books?—On three days of the week, he would then be able to give six hours instruction as required by the system now in use. On the Saturday morning he would be able to give three hours' instruction.

1045. At what time in the morning is that instruction given?—At present he starts at 20 minutes to 11.

1046. That is visiting the cells?—Yes.

1047. He interferes, then, with the prisoners' labour during instruction?—Yes.

1048. You know that the Act of Parliament says that instruction shall be given, provided it does not interfere with the ordinary hours of labour?—Then you can never have any, because the men are always employed in labour from the time they get up in the morning till they go to bed at night. I have—speaking now since the transfer—I have had 18 years' experience under the Commissioners. Up to the last two years the labour was exacted to the full—they have exacted the labour up to the time of putting out the lights.

1049. Ten hours?—Yes; but there is some relaxation under the present management.

1050. Do you think the dinner hour might be utilised?—Certainly; that is an unfortunate order that the Commissioners issued when they forbade the prisoner to be visited during the dinner hour. That is the best part of the prisoner's life; he is in a more cheery mood, and glad to have someone to come and see him.

1051. (*Chairman.*) I do not think that is a general order. It had been represented to the Commissioners that the prisoners objected to it, and a good many years ago, now, the Commissioners told the inspectors to see that the chaplain did not visit too much during the dinner hour; but that rule has rather been left in abeyance, recently?—I have tried to carry out the order as a disciplinarian, and I have not visited except I have been compelled to go to a cell; but, as a rule, I have carried out the order.

1052. I know that rule did place the chaplains in some difficulty. However, you think it would be a great advantage?—One of the greatest advantages that could possibly be given.

1053. Do you think that the schoolmasters might visit for the purposes of instruction?—Certainly.

1054. Supposing it were arranged that labour should cease at 6 o'clock, do you think that the time between 6 and 8 would be available?—In that case I think you would be encouraging, perhaps, idleness. I think it would be better if an order were issued, that if a prisoner has done his task, that then he should be at liberty to receive instruction or instruct himself with the books in his possession. I think there are 10 hours of labour required; and in the scheme that you have in the appendix to the Report of the Committee that met last year, there is a scheme of tasks; but at the heading of that scheme it is said, "This is the minimum "task, and the prisoner should be urged to do more." You put that power in the hands of the governors and chief warders and warders generally, who are not at all interested in anything but the discipline of the prison, and they exact the utmost, according to the spirit of the order, the utmost that the prisoner can do; so that the prisoner must go on without stopping. I know our late Governor used to go round the landings and complain because the warders did not require the men to go on working till the lights were taken up. The prisoners say to me, "Please take me from under "instruction, because I have to go on working."

1055. Many do finish by 6 o'clock?—Many do, I believe, but then they would say, "Why should I hurry "up, when only more work will be given me to do?"

1056. You think it would be an incentive to them to finish their work?—Yes, it would be. I wish you to understand that there is greater relaxation under the present management—under the present governor.

1057. Are prisoners in class 1 taught in class?—No.

1058. You have no class teaching at all?—No; the numbers that are in class 1 are so exceedingly few that I do not think we have sufficient to form a class.

1059. The order is that prisoners in class 1 should be taught in class. Is it absolute?—I thought it was discretionary. I have got a list here of 100 prisoners, and I find that I classify 17 out of the 100 in Standard I.; but I have not got the period of time that that embraces, because it does not tell me how many of these 17 were in prison at the same time.

1060. Which do you prefer, cellular or class teaching?—As an educationist I should say that class teaching was preferable to cellular; but as a prison official I would say that cellular is preferential to the other.

1061. On account of the separation?—Yes, it is undesirable to associate prisoners at all.

1062. You think that speaking from an educational point of view that they would learn more by class teaching?—Yes, there would be the spirit of emulation, there would be an absence of the depressing effects of the cell, and there would be cheerfulness. If a man is shut up in a cell he is naturally depressed, in association he brightens up; there is sympathy in numbers; there is also the quickening influence of competition.

1063. Do you examine your prisoners on reception and discharge?—All.

1064. Yourself?—Yes.

1065. Do you have an intermediate examination to test progress?—Occasionally; I go round their cells and see what they are doing.

1066. Do you record the results in an educational register?—No, if you look at the register you will see there is room for the prisoner's number and name, and there is a division for remarks at the end, which I usually fill up by recording the time of testing; but there are no columns at all to record an intermediate examination.

1067-8. Do you have any juveniles?—Occasionally, on remand—there are very few now. We have had in past years juveniles for short terms of imprisonment, but they were taught in class, an hour each day. Our late governor objected to it, and said that by statute these prisoners were to be kept separate, but I do not think the matter was ever definitely settled by the authorities. The rules laid down that juveniles shall be taught in class. Then comes the other question; the law says, "No, they shall not." Some years ago I put the question to Admiral Fenwick, one of the Committee appointed by the Home Office to devise a scheme of prison education, and he said that "all convicted "prisoners are by statute to be kept separate, yet they "are worked and examined in association; all juveniles "are, therefore, to be taught in class, care being taken "to prevent communication—it might be well to omit "those on remand." I acted upon this, and taught them in class until our late governor read the direction in the contrary way, and so we ceased to teach them in class.

1069. As regards books—are you satisfied with the books provided for instruction?—Quite.

1070. And are you satisfied with the standard, or do you think the standard should be raised to the fourth?—I think, if a prisoner gets up to the Fourth Standard he does not require instruction, he may instruct himself then.

1071. If he arrives at the fourth, he can instruct himself?—Yes.

1072. Would you go on to the Fourth Standard in teaching prisoners?—If a prisoner wishes to be taught a special thing, say grammar, or even book-keeping, or higher arithmetic, though he is not entitled to it by the rules; yet, I think, if any prisoner wishes to be instructed in any special thing, he should be able to have it.

1073 Would you not allow any prisoner to have a book beyond the Third Standard if he wished it?—Any prisoner wishing to be instructed in anything, should be allowed to receive instruction in that thing.

1074. Supposing a prisoner applied to you now, would you do it?—Yes: I have always done it.

1075. (*Major-General Sim.*) Have you many cases of men who have passed the Third Standard asking you to go on any further?—There are some, but exceptional; some ask for books I could not let them have. I should say it is quite exceptional.

1076. I mean to say, you have men who do teach themselves special subjects of their own choice, as, for instance, a certain amount of book-keeping?—Yes, many.

1077. (*Chairman.*) As regards prisoners after the first and second stage, would you be in favour of any special grant of library books?—I think it would be a very good thing to give a prisoner who wishes for it a book of instruction, or library book.

1078. Even sentenced only to a month, say?—Yes, it would do him no harm, and might do him good. The only objection that occurs to me is, of course, the punishment aspect. I think strongly, that we should make the prison as deterrent as possible. It might, perhaps, give a little more pleasure than they would otherwise receive.

1079. It might be a compromise by giving them a book on Sundays?—Yes, but then special provision would have to be made for distribution in a large prison like ours.

1080. Are you satisfied with the present limit of sentence of four months, above which prisoners are eligible for instruction?—If instruction were allowed to begin when the prisoner was convicted, I should say it would be an advantage for the three months' men to come under instruction—then they would receive three months' instruction. I cannot see any reason why a prisoner, if he is willing to receive instruction, should not be put under instruction when he first comes into prison.

1081. Would you make it part of the prison system, and not as a sort of privilege?—I take it, that the object of giving instruction at all, is to try and raise the mind of the prisoners, so that they should not come back again.

1082. Would you begin at once?—Yes, in that case, then three months' prisoners would come under instruction.

1083. If that rule were made, you might as well give two months' men instruction?—No, there is a limit; with half an hour a week you cannot do very much.

1084. As to the age of 40, do you agree with the limit of excluding prisoners from instruction?—I do.

1085. There is a discretion, you know?—Yes.

1086. Do you think that is the proper limit?—Yes.

1087-8. (*Major-General Sim.*) You do not think it is too high—you would not be inclined to reduce it to 35?—No, 40 is a reasonable limit.

1089. (*Chairman.*) Are women the same?—Yes, I apply the same rule. In the case of women I exclude more over 40 than I do men.

1090. We had it suggested to us that some relief might be afforded to the schoolmaster if the devotional books and slate were treated as part of the equipment of the cell, and not issued to each prisoner; in that case they would be under the charge of the discipline officer of the ward. Do you think that would be an advantage?—Yes, but there would be quite a difficulty in our prison because there are so many Roman Catholics and notwithstanding all the care that is used in distributing the books, I often find that my people have got Roman Catholic books in their cells. On the male side we are pretty well equal in numbers, but on the female side there are two to one, sometimes three to one.

1091. Have you considered the question of lectures on secular subjects for the purpose of moral instruction? I thought that over and to answer that there are two things to observe—you must divide the population of a prison into two classes—there are those who come to prison, say by a chapter of accidents, who never come to prison again. They are the exceptional few. The others are the great majority, and these are habitual offenders. The exceptions do not want association. They do not wish to be mixed with the others, whilst the majority desire association—the majority also are the most illiterate. Any lectures that may be given would be given to those who want some diversion in prison life, and are glad to have a chance of coming together oftener, but they are not intellectually in a condition to appreciate any lecture that may be given to them. I have here put down under four heads what I think to be objections to giving these lectures as you suggest. They are (1) not appreciated by the great majority and they would be unnecessary to the exceptional few; (2) If lectures are to be given by outsiders they would require very special gifts on the part of the lecturers, so rare I think that you would scarcely find one that would be qualified to come into a prison to give secular lectures; (3) They are inconsistent with a penal institution and they offer extra means of association; and (4) they offer a diversion which would affect deterrency. Therefore the answer that I would give is that it is undesirable that any lecture should be given by outsiders. I myself have given lectures once a week in years gone by. I made a point of giving a secular address in the chapel on, perhaps, "fresh air," temperance matters, success in life, and stories like "Jack the Giant-killer." I found it no good except as a means of temporary diversion—I have gone round the prison to test it, and I have been thoroughly disheartened by the answers I received—so I thought I might use the time better in moral and religious instruction.

1092. Supposing prisoners were specially selected on the ground of good conduct because you thought they would appreciate?—For what purpose?

1093. One of the points we have to inquire into is what are the means of moral instruction, and we have to consider the question as to whether lectures could, with advantage, be introduced?—These lectures would certainly be appreciated by the exceptional few. Then comes the question—ought we to make the prison less deterrent than it is.

1094. You think it would impair prison discipline?—Yes.

1095. What are the means now existing for moral instruction?—Nothing but the chapel, and the ordinary visits of the chaplain, and such instruction as they would gather for themselves from the books put in their hands.

1096. Do you think that is sufficient?—I think so.

1097. You think it meets all purposes?—I think so.

1098. Have you any suggestions you desire to make to the Committee?—There are certain hindrances in the present prison system which interfere with the chaplain's department that might be removed without any injury at all to the discipline, and one is the indiscriminate association of prisoners in labour. Of course there are industries in large prisons necessitating considerable association, and the discipline side never or rarely considers anything apart from its own point of view in the association of prisoners. I am speaking of local prisons. You find persons thrown together where there are corrupt influences at work—even prisoners for the first time in prison sent to associate for months with hardened criminals. If anything could be done to prevent this indiscriminate mixing, or if something of the kind of the star system which is in use in the convict prisons were also applied to large local prisons, it would certainly be a great help to moral influences.

1099. I may tell you that the star-class system has been introduced at Wormwood Scrubbs and we shall extend that by-and-bye?—I may give as an illustration that of a young man with a sentence of 9 or 12 months who asked specially to see me, and speaking of the association in the ropewalk, he said, "I do not want to "come back here, but I am afraid I shall if I stop in "the ropewalk."

1100. Of course, association depends entirely upon proper supervision?—The supervision is undertaken by men of very average intelligence, and my experience is that, as long as the discipline work is done, other considerations are of little account. I may give credit to the present management—our present governor—that he has endeavoured as far as he could to avoid indiscriminate association; I must say that. But there is another difficulty that I have always had for the last 18 years—the fact that the worst criminals are the ones selected by the warders or discipline officers to have the greatest privileges in the prison—that is, they are generally selected to be the cleaners on the landing.

1101. (*Chairman.*) Do you know that prisoners are not selected for these places of trust until they have done at least two-thirds of their sentence?—You mean eight months out of 12—yes. I am giving you my experience—it has been a great trouble to me; I have had to fight this battle with the governors for the last 18 years—I have repeatedly pointed out that the cleaner on the landing has been convicted a great number of times.

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1102. The governor is responsible for the selection of men for the different duties that have to be carried on?—What is the use of my trying to teach prisoners when they are bound to be influenced by these privileged men running all over the prison? Our present governor has asked me to draw his attention to anything of the kind, but it is an invidious thing for the chaplain to spot things of this sort and report them to the governor. In a large prison these matters are left mainly to the warders; they, in effect, select their cleaners.

1103. The deputy governor and chief warder are responsible—the warders themselves do not select the men?—But practically they do. In spite of the governor's orders, the selection is made and carried out by subordinates.

1104. In spite of whose orders?—In spite of the governor's orders.

1105. (*Major-General Sim.*) I suppose these worst criminals are the best behaved men in the prison—they know what to do; they do not want to be taught?—Yes; our present governor sets his face against this most distinctly, and he says he will not allow any man to be appointed a cleaner, except by his special sanction—he is doing his best to prevent it.

1106. (*Chairman.*) When you say the governor does his best to prevent it, I scarcely understand—he can do everything, and it is entirely in his own hands; he alone is responsible?—I do not think it ought to to be left to the chaplain to make reports of this kind; though his work is sorely hindered by the favour commonly showed in this manner to the habitual offender.

1107. Have you any other suggestions to make?—There are two things that suggest themselves to me as helps to moral influence: the first is that the privilege should be given to the officers during chapel services to use the hymn book. I have often been asked by the warders if I could not get the governor to give permission to use the hymn book—it has a bad effect on prisoners when they come into chapel for worship to see that the officials are there simply to watch them.

1108. Have you ever spoken to the governor about this, because it is quite open to him?—Yes; but supposing he objects. I am merely bringing this matter before the Committee.

1109. I suppose the objection would be that the officers' business is to look after their prisoners?—I should say that a man having a hymn book in his hand would not be prevented from looking round the small space of this room, as an officer would not be supposed to guard more than the space of this room, and I do think that if prisoners saw their officers joining with them in this act it would have a good influence on them. It may be small, but it would be something. I am sure it would have a good effect. On the other hand, I know for a fact that the bookless, watching attitude, which superior officers sometimes take in chapel is most provoking to prisoners of feeling and intelligence.

1110. (*Major-General Sim.*) But you would not expect an engine-driver, whilst on duty, to read a book at the same time?—I do not see that the two things are parallel.

1111. It might be carried out in some sort of way, by having a large printed hymn on the wall?—My argument is this: that a man can control the small space of this room, and at the same time use a hymn-book—most of the hymns are familiar, and so he need not always have his eyes or his nose in his book.

1112. (*Hon. Mrs. Talbot.*) I suppose the greater part of your prisoners are Irish; do you consider the Irish are more difficult to teach?—No.

1113. More unwilling to learn?—No.

1114. You said your prisoners are low class, is that owing to the Irish?—Ours are a little higher than the Irish—all the Irish are not low.

1115. Are the Roman Catholic women rather difficult to manage?—They are difficult, but there is great success in their management.

1116. Do you have any lady visitors; would you like to see them?—I do not think they would do any good. I think they are likely to interfere with the discipline. I do not think outsiders are qualified at all to deal with the class of prisoners that we have.

1117. You think they want experience?—Certainly. We have tried outside ladies of position and education, and they have given it up. They are not able to take in hand this class of women—what we cannot do, I do not think can be done by anybody else. The second help I was going to suggest—is, the relaxation of the order as to visits at dinner time; and, I ought to mention to you that in our large prison—the largest reception prison in the kingdom—I have never, myself, heard any objection on the part of a prisoner to a visit from myself or the schoolmaster during the dinner hour.

1118. Do you approve of teaching those who have altogether forgotten their learning when they get to be 35?—What they do forget is principally their arithmetic; they can read and write very well, but they have forgotten their arithmetic, and, I think, it is a good thing that they should be taught again whatever they may have forgotten. As a fact, in elementary schools, boys when they leave school at the age of 12 or 13, by the time they are men, have forgotten most of what they have been taught, except the power of reading and writing.

1119. (*Chairman.*) You find it worth while to teach them over again?—Quite; there are cases of repeated convictions, where a prisoner has been under instruction several times—in some exceptional case I might not put such a man under instruction, as it would be mere waste of time.

1120. (*Mr. Merrick.*) If he has not used the instruction during the time he has had his liberty, would you consider he was entitled to be taught again?—If he did not wish to learn in any way I should not put him under instruction at all.

1121. Supposing a man reached the Fourth Standard under your instruction in his school, regained his liberty, and later on came back again; would you allow him school privileges?—Certainly.

1122. (*Major-General Sim.*) I did not quite catch about the limit of the task; you would be inclined, when a man had done his task, to let him be free to go to his slate, you are not in favour of getting the utmost task?—That could not be done; those that are working in association—outside labour—are all brought into the prison at 5.30, if a man has done the work that is required of him during the day, and if he wishes to improve himself why should he not do so? If they finish the task by teatime, what is the objection to allow them to improve themselves? As it is now you punish the industrious man because of the idle man—the industrious man gets no privileges—he is forced on the same as the idle man.

1123. Do not you think it would be a good thing if they had that hour as a privilege? Do not you think the industrious men would be a good class to listen to lectures?—I think these men, after being at work all day—10 hours' labour—are hardly in a condition to receive any benefit from an intellectual lecture. Besides, there would be a difficulty in carrying it out, the prison is locked up, and the warders go off duty.

1124. I am talking more about the hour between 5 and 6?—They would not be at liberty until after 6 o'clock—it is certainly about 6 o'clock when the prisoners are locked in their cells, and the officers go off duty. I do not think you can carry on a large prison like Wormwood Scrubbs, or Liverpool, by taking them then for lectures. If it should happen, as it has been suggested, that prisoners of a certain class should be sent to a different institution, there, of course, you might apply different rules, and other means could be brought into use that are not now allowable, or can be practicable, in a prison.

1125. Have you any room in the prison that might be used for that purpose?—No, nothing but the chapel.

1126. Do you feel any objection to your chapel being used?—No, not at all. There is one point with regard to the assistance given to the moral side, that is, the discretion given to the chaplain to see a prisoner away from his cell; of course he uses his own discretion, but my experience is that I can get at a prisoner much more successfully if I take him away from his cell, bring him into a room, treat him as a man, give him a chair to sit down in. Then he would open himself out to me. I find he is not so easy to get at in the cell, in the midst of the depressing atmosphere of his penal surroundings. The rule is that they should be visited in their cells. In exceptional cases, however, discretion has been given me by the Commissioners to interview prisoners elsewhere; but the discipline department has from time to time hindered the exercise of this discretion.

1127. (*Chairman.*) The reason for that was, that it was found a very inconvenient practice for prisoners to be brought down in batches and to parade in a hall for the chaplains to see?—The discretion that I am asking for now would not necessarily imply that at all, and if it did, the practice would, in my opinion, be no more inconvenient than the parade for medical inspection or for discipline purposes.

1128. (*Mr. Merrick.*) Would you require the services of a warder to bring him from the cell to your room and take him back again?—Yes; of course, I have sometimes brought him myself; but I have found good results from that.

1129. When you have taken the prisoner from his cell to your room, has that been in the dinner-hour?—Not since the present rule of double-locking the cells during the dinner hour has been in force.

1130. Has the chief warder or warder in charge known of your taking the man away?—I go to the principal warder and say, "Will you send A.B. to me?" and he sends him.

1131. (*Chairman.*) Who would bring him down during the dinner hour?—I should do it then. I can see that there are great objections when most of the staff are away. The cases in which I formerly did so during this hour were very rare.

1132. (*Mr. Merrick.*) You just now observed that you thought that the schoolmaster was of inferior status; I understood, at first, that you meant that he was not fully qualified to perform his duties. What did you exactly mean?—I meant two things. I mean as a rule that an ordinary warder-schoolmaster is not a properly qualified person to give secular instruction; he is not competent to do it. Apply that practice to any dame's school even, and the thing would be laughed at.

1133. Would you have him certificated?—If I could.

1134. Would you give him an uniform?—If I did, it should be a superior one.

1135. A warder's uniform, or a special one?—Superior to a warder. As it is now the schoolmaster is simply an ordinary warder.

1136. Have you a schoolroom?—No, no room at all, excepting the room I referred to just now, which is now used as an administrating room, where the governor hears defaulters, and where library books are kept for prison use.

1137. Could you use that as a schoolroom for class instruction?—Yes.

1138. Do you examine the Roman Catholic prisoners?—I do.

1139. Do you think the present catalogue of library books is satisfactory—would you suggest any improvement?—I think quite satisfactory in the face of the permission given by the Commissioners to use in addition the catalogue of any publisher. In the matter of library books the prison authority is most liberal.

1140. Do you submit the demand for books to the visiting justices before it is sent to the Home Office?—I do not think I have done for the last five or six years.

1141. Is there any reason for that?—None but negligence, and this, no doubt, is due to the fact that the visiting committee always treated such a list as a mere matter of form.

1142. Do you think, as a rule, the prisoners regard instruction in the school as a privilege, or as part of the prison discipline?—They regard it as part of the prison discipline; most of them, from the requests that are made to me from time to time to be relieved of instruction, evidently show that they regard it as part of the prison discipline.

1143. Supposing a man comes in for a sentence of two years, is he under school instruction the whole of his time, supposing he comes in not having reached the First Standard?—He is under instruction I should say all the time, only, of course, if he comes up to a higher class of arithmetic he would cease if he expressed a wish to that effect.

1144. If a man after being under instruction six or nine months has reached the Third Standard, and in your daily visits you have heard of the fact, then you would exempt him from further attendance in school?—No. I should allow him to go on for the sake of the good influence that was being brought upon him.

1145. You don't exempt a man because he has reached the Third Standard?—No, I think the visits of the schoolmaster are beneficial. I think his influence is a good one, and the oftener he sees him the better.

1146. You would allow the schoolmaster to instruct a man up to the Sixth or Seventh Standard?—Those conditions have never arisen, I cannot recall an instance of any prisoner ever making such progress as that.

1147. Supposing they had attained the Fourth Standard, you would allow them to go on making use of the school privileges until they were discharged?—Yes, I should.

1148. Just now you mentioned you thought it desirable that if a man desired to be instructed in a higher subject he should have instruction. If he wished to learn Spanish would you have him instructed in it?—I am supposing that he wished for things that the conditions would allow him to have—I should be very glad to assist any man who has made a special request, especially if it was for some practical benefit after his discharge.

1149. Practically your statement was that the State should provide instruction for that man so far as he should like to go, and he might wish to learn Spanish?—No, I did not wish you to understand that. My meaning is, that if the teaching department has the means of helping a man in a special subject which he thinks would be of use to him on regaining his freedom, it should not be denied to him. I have received requests for instruction in mensuration, algebra, Euclid, and for facilities in practising shorthand writing, and I have encouraged the applicants by lending my own books.

1150. Would you mind giving me an idea of your test in arithmetic?—The basis upon which I classify the man is the standard that he passes at school. I test them in their reading; if they can read fluently I ask if they can write, and then I say, "What can you remember "about your arithmetic?" If it is forgotten, then I say, "We will coach you up in your arithmetic."

1151. Do you examine yourself or do you take their word?—From my experience as a teacher I can judge if they have passed.

1152. What sum would you give them in arithmetic?—I should give them no sum at all in order to classify them. I am so familiar with elementary education that if a man can read fluently I know from the questions that I might ask him whether he has passed the Fourth Standard. In order to prove the truth of what they have said I say, "What sums did you do in the Fourth Standard?" and I know from the answer that it is correct.

1153. You test them with a simple sum in multiplication?—No, I know from my own experience that I am not very far wrong.

1154. (*Major-General Sim.*) And that is the subject they generally fail in?—Yes.

1155. Really and truly the bulk of the instruction they need is in arithmetic?—Yes, that is so—I ought to say that I am very familiar with the standards in our board schools—I am chairman of the managers of one of the largest schools in Liverpool and I know all the work intimately.

1156. Of the prisoners that you have examined, do you have any who have not been to school at all?—Very few now.

1157. (*Mr. Merrick.*) Five per cent?—Not so many as that. There is a striking improvement in the Roman Catholic prisoners; 20 years ago it was a common thing to find a great number of illiterates amongst them, and now they are quite on an equality with our own people. Out of about 22,000 we receive in the year, there are certainly about 10 per cent. illiterates.

1158. (*Chairman.*) Can neither read nor write?—Yes.

1159. (*Major-General Sim.*) And you think have never been to school?—Either that or not availed themselves of it. Of course, we receive a great many from the colliery districts where education does not appear to be so general as in our towns.

1160. What books are most frequently taken out of the library?—There is not much selection allowed to the prisoners in a large prison like ours; if a prisoner wished to have a particular book, I should try to let him have it; but, as a rule, they are taken round with baskets, and one book taken out and another put in.

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1161. (*Mr. Merrick.*) It has been proposed that the devotional books should be considered as part of the cell furniture, and that the discipline officers should take charge of them; do you approve of that?—I think that could be done if it was required by authority—not left to any discretion, but by authority.

1162. Would you approve such a change?—It would relieve the schoolmaster.

1163. To make it part of the cell furniture?—I see no hardship upon the warder of the landing. I think our present governor has given instructions that the warder of each landing is to see that the prisoner has his books.

1164. (*Chairman.*) But the schoolmaster is responsible for examining them to see if they are damaged?—Yes, he does that now.

1165. (*Mr. Merrick.*) In this case you would throw the responsibility entirely on the officer of the ward?—Yes, I see no difficulty in that, it would be a relief to my department.

1166. I think you told us how many hours—two days, I think, were devoted to the distribution of books?—Yes, and also the management of the officers' library.

1167. Does that take up a sensible portion of the time?—Yes, we have a large staff of about 100 men and women, not counting clerks.

1168. You are aware, in some cases, that the clerks do that?—No; I do not see why it should be put upon the schoolmaster in our prison, who ought to have so much to do in teaching.

Rev. C. Williams.

Rev. C. WILLIAMS called and examined.

1169. (*Chairman.*) You are chaplain of Manchester prison, Mr. Williams?—Yes.

1170. Will you tell us what your prison experience has been?—I have had 11 years active service at Morpeth, Dorchester, and now at Manchester.

1171. You have had some experience in the prison system of education?—Yes.

1172. Do you think it is satisfactory?—I think it is as near perfection as it can be.

1173. Do you think that sufficient time is given to it?—Yes, I think so.

1174. Have you found any difficulty in giving sufficient time?—No.

1175. What does your teaching staff consist of?—One schoolmaster.

1176. Schoolmaster-warder?—Yes.

1177. And is a portion of his time given every day?—Yes.

1178. At what time in the day?—I am not quite certain; it takes him, I think, about four hours a day.

1179. What time does he come on duty?—About six o'clock; then he has to prepare a list of admissions and discharges for the chaplain.

1180. Take a working day. Can you describe to the Committee what his duties are?—He is employed in issuing books to men on reception, changing the weekly library books, and for the men coming into second and third stages, and preparing list for chaplain and Roman Catholic priest of admissions, discharges, and punishments, writing letters and petitions, and statement for defence when required, also collecting and examining books from men for discharge the following day.

1181. What has a schoolmaster warder to do with punishments—you mentioned it in that list?—To tell the chaplain where to go and see the men on punishment; the number of the cells, and so on.

1182. How many have you eligible for instruction?—The daily average of scholars has been 28; we lose so many by transferring them to other prisons.

1183. But you know that the rule lately has been to transfer three months' men only. You would probably find that your numbers for education go up. I should like to know what time in the morning the schoolmaster actually begins his teaching?—I really cannot tell. I think he leaves it generally till the afternoon.

1184. Could you say about what amount of instruction each prisoner gets per week—how much actual instruction he gets during the week?—How many hours?

1185. Does he get 20 minutes twice a week?—Yes; I think. So at times through pressure of other work, he cannot visit them twice a week.

1186. The order is that cellular instruction shall not be less than two lessons weekly of 15 minutes each. Do all the prisoners eligible for instruction get that?—Yes, they all get that.

1187. He does visit the cells for the purpose of instruction during the ordinary hours of labour?—Yes.

1188. To that extent he interferes with the ordinary hours of labour?—Yes.

1189. Do you think that the dinner hour might be utilised for the purpose of instruction?—I really cannot say. Many of the prisoners would strongly object to being disturbed during their dinner time.

1190. Do you think it would be any advantage to use it?—How long are they allowed for dinner.

1191. At present they have about an hour and a half in their cells—supposing we arranged that the schoolmaster could be in the prison, do you see any objection?—No; I do not see any objection to it. I have sometimes visited the prisoners myself.

1192. You think that the dinner hour might be usefully employed for purposes of education?—Yes, though many make it a time for reading their library books.

1193. Would there be any objection from a disciplinary point of view?—It might possibly interfere with the discipline.

1194. Do you examine prisoners yourself on reception and on discharge?—Yes.

1195. Do you record the results in your educational register?—Yes.

1196. Do you have any intermediate examination?—Yes.

1197. At stated intervals?—Yes.

1198. Do you record these results?—Yes.

1199. In your educational register?—Yes.

1200. Do you have any juveniles at your prison?—Not many—very few.

1201. Are they taught in class?—Yes, if they are good boys—if we find them bad boys they are taught separately.

1202. How many would you say that you have?—About three or four.

1203. If he is a bad boy is he excluded altogether?—We think it better to separate him.

1204. He is taught in his cell?—Yes.

1205. Which are you in favour of—class or cellular?—Cellular.

1206. Why?—Because of communication.

1207. What amount of class teaching have you now?—There is scarcely any; all taught in their cells.

1208. Prisoners in Class 1 are taught reading in their cells?—Yes.

1209. Not in class?—No.

1210. Are you satisfied with the qualifications of your schoolmaster?—Yes, his abilities are above the average.

1211. What discipline duties does he perform?—None, but he may be called upon at any time.

1212. Does he take his turn at sleeping in?—I do not think he does.

1213. Does he go off at 6 o'clock?—Yes.

1214. Does he take his alternate Saturday and Sunday with the other officers?—Yes.

1215. Have you any opinion as to wearing uniform?—With regard to uniform. A schoolmaster should be distinguished in a large first-class prison or he may be mistaken for a prisoner on remand. Moreover, it would ensure neatness in his looks, even if it be a uniform without much gilt. He should have a distinct uniform from a warder, or how are the prisoners to know who he is on entering a cell?

1216. (*Mr. Merrick.*) What kind of uniform?—Something like a prison engineer, first class.

1217. (*Major-General Sim.*) Why do you say in a first-class prison?—Because in a small prison he has so many other duties to perform. Sometimes of course a schoolmaster of a prison has scarcely anything to do.

1218. You have over a thousand prisoners?—Yes; of course I am comparatively fresh there—only been appointed about 12 months.

1219. (*Chairman.*) Are you in favour of the present limit of sentence of four months?—Yes.

1220. Have you any illiterate prisoners?—A few. A good many of the tramps are discharged soldiers.

1221. Would you think it worth while to reduce the sentence limit to three months?—No, I do not think so; I think the present system works satisfactorily.

1221*a*. Are you in favour of the age limit of 40 under which prisoners are excluded?—Yes.

1222. About the supply of books—are you satisfied with the books of instruction as supplied? — Yes, decidedly.

1223. And you are satisfied with the prisoners' library?—Decidedly.

1224. How often are the books changed?—Once a week.

1225. Do you change them oftener if they make application?—Yes, I do on special occasions, especially those on remand, who have a lot of time for reading.

1226. Do you think any extension of the privilege of having books should be allowed to prisoners of the first and second stage?—I do not think so; they have moral books and books of instruction as it is.

1227. You prefer to keep it as a system of rewards and privileges to be earned by good conduct?—Yes.

1228. Would you give a prisoner of the first or second stage a book on Sunday afternoons?—Yes, because Sunday is a rather dull day for them—the time hangs heavily. Now they get Sunday exercise, which is, I suppose, a privilege. It would be impossible to do so in a large prison like Manchester.

1229. (*Major-General Sim.*) Do they like it?—I think they like going to chapel just as well.

1230. (*Chairman.*) Have you ever considered the question of arranging lectures on secular subjects?—Yes, I have.

1231. What are your views?—I think so much of the kind is provided for men outside prison by county councils; if they do not take advantage of them outside I do not think they would inside.

1232. Do you think prisoners would appreciate lectures, say, once or twice a week, on some moral subject?—It depends on the subject, of course.

1233. But say, thrift or temperance?—I really give them sermons on moral subjects in chapel. I am at liberty to address them on any subject I like—I have often addressed them on thrift and other subjects.

1234. I take it you would not be in favour of organising special lectures?—No, I do not think so; there are a good many outside, I think.

1235. (*Major-General Sim.*) It is rather different, they have, probably, been too busy outside; you have more chance of getting at them, they have a little time for reflection?—They have plenty of time outside to go to the public-house.

1236. (*Chairman.*) They are no longer free men when they are in prison, and this has been suggested as a means of moral reformation?—I was, of course, thinking of the subject.

1237. You would have to be very careful in selecting your subjects, and also in selecting your prisoners?—I should be in favour of trying it.

1238. Have you any room or place where these lectures might be given?—I think they would have to be held in the chapel.

1239. You would have no objection to that?—No, I do not think so, it is not a consecrated building.

1240. Have you any suggestions to make, special suggestions, as regards the general system of education?—No, I really think the present system is very good indeed.

1240*a*. How does the education system now compare with what it was before the prisons were taken over by the Government?—I think there is a tremendous improvement.

1241. Do you think there is more given now than there used to be?—Yes.

1242. What are the means of moral instruction of prisoners at your prison?—They have a good schoolmaster to look after them and the chaplain. I think they have everthing they want, they can see the chaplain at any time, there is the opportunity of addressing them altogether in the chapel.

1243. Do you use such opportunities?—Yes.

1244. As to the women, what is your teaching staff on the female side of the prison?—One schoolmistress.

1245. Are you satisfied with her qualifications?—Yes, but she has only about six to teach at present, though the numbers vary very much.

1245*a*. You have very many women in with such short sentences?—Yes.

1246. (*Hon. Mrs. Talbot.*) You spoke of class instruction—do you think it would be a good thing if a few had it—to win the privilege of being taught in class?—I think it would be an advantage. Prisoners are so deceptive they might deceive me as to their real desire to learn, to gain the privilege of a prospect of holding communication.

1246*a*. Would not it be a good thing for them to have to look forward to?—I am not in favour of their associating together, for there is harm in communication.

1247. If it was not mischievous so far as discipline goes would not it be an advantage?—I am afraid a good many of the prisoners would deceive the chaplain to get in the class for bad purposes.

1248. You would apply the same to the women—that they should be taught in cells?—Yes; I think so.

1249. Do you think it would improve women more to teach technical things such as cooking—do they do a great deal of washing?—They are very successful in that. I am in favour of a lady visitor, I think.

1250. (*Chairman.*) Have you any lady visitors?—One has been appointed recently.

1251. I suppose the women with short sentences are most difficult to influence?—Yes, they are.

1252. You would be in favour of their being kept longer—not coming backwards and forwards so much?—Yes, I think I should.

1253. Do the women ask for books as much as men?—They ask for a different class of books.

1254. (*Major-General Sim.*) You have not any sensational novels in your list?—No.

1255. What books do the men chiefly take out?—Some travels and adventure, some are very fond of periodicals bound together, the "Leisure Hour" and "Cassell's," and I should like to say that there have been some complaints that prisoners ought to receive more books once a week, but the schoolmaster does away with that by giving them one of these bound periodicals which probably lasts him a forthnight.

1256. When do you give them out?—I am not quite certain as to the day.

1257. Who are generally appointed cleaners?—The best behaved men.

1258. You do not know what their sentences are?—Some of them long-sentence prisoners.

1259. Do you think there is any source of contamination from them?—They are kept apart from one another.

1260. I mean the cleaners—have they any chance of communication with the prisoners?—No, they have an eye kept on them.

1261. (*Mr. Merrick.*) Therefore no chance of communicating between the cleaner on the landing and the prisoner in his cell?—No.

1262. The cleaners are never sent into the cell to clean them out while the prisoner is present?—No.

1263. You think the rule is satisfactorily carried out?—Decidedly, strictly so.

1264. You said you thought that the present system was "as near perfection as could be,"—what did you mean by "could be"?—I do not think you could better it—it has been continually improving the last forty years.

1265. Do you think the system at present prevailing is not capable of improvement?—No, I do not think so, the officers are most humane to the prisoners now.

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1266. I am speaking of the education?—Yes, I think it is.

1267. In what way do you supervise the work of your schoolmaster?—I see him every day, look at his books, and initial them.

1268. You register the amount of work, and you see that he has instructed those prisoners whom you have appointed for instruction?—Yes.

1269. Do you examine the prisoners when they come in and also when they are discharged?—Yes.

1270. Do you examine them meanwhile?—I sometimes ask them how they are getting on.

1271. Do you ever examine men because they have reached the Third or Fourth Standard?—I examine them on special occasions.

1272. Why?—If a man is deficient of intellect.

1273. You mentioned just now that you had quarterly examinations or examinations in the meanwhile, and you entered the results in the register, what columns have you in the register in which you could put these results?—I put them in the margin.

1274. Have you a schoolroom?—Yes.

1275. Do you teach the juveniles and those who are entitled to receive instruction of the First Standard in association?—Yes, they are very few to what they used to be.

1276. What does the chapel duty of the schoolmaster consist of?—The discipline duty with regard to the men to see that they behave.

1277. What duty has the schoolmaster to do on Sunday, when there on Sunday?—He comes on duty the same time in the morning as the other officers, and takes charge of a landing for the day.

1278. You said that the schoolmaster came in every fortnight on Saturdays and Sundays for the purpose of attending in chapel?—Yes.

1279. He is not employed in any discipline work otherwise?—He might be asked occasionally. On alternate Saturday afternoons when on duty he is employed in discipline.

1280. Otherwise he has no regular discipline duties on Sundays?—Yes.

1281. He is not employed in the hospital?—No.

1282. (*Chairman.*) What time does he go off duty on Sunday?—At 6 p.m.

1283. What time does he come on?—At 7 a.m.

1284. (*Mr. Merrick.*) Do the prisoners regard instruction in school as a privilege or as a matter of discipline?—I think, as a privilege.

1285. And they make good use of it?—Yes.

1286. Do you teach a man a second time, one who has been discharged, and has not made use of what he has learned?—Yes, in special cases.

1287. What does your schoolmistress do as she only has six scholars under her charge?—She looks after the books, and also any discipline duties.

1288. You are not quite sure about it?—No.

1289. (*Major-General Sim.*) I suppose she changes the books of all the female prisoners?—Yes.

1290. (*Mr. Merrick.*) How many are there?—About 300.

1291. (*Major-General Sim.*) In fact, this higher part of education is not a thing to be encouraged?—Hardly.

1292. You were talking about the great improvements in the prisons the last 40 years?—They sometimes abuse their privileges.

1293. Do you think there is any improvement in those that have come in merely illiterate, and that you work to the second, third, and fourth standards. Do they come in again very often, those particular ones?—It is a question which is difficult to answer.

1294. They have been taught to read the newspaper—they have a little more of something to do—you could not say whether you thought that was an advantage?—If a man comes in perfectly illiterate, it is very often owing to deficiency of intellect.

1295. You do not think teaching them up to the third and fourth standard is likely to prevent them coming in again?—No, I do not think so; not mere secular education.

1296. (*Mr. Merrick.*) When you examine a man, what is the kind of sum that you give him?—Very often addition of money.

1297. Do you go beyond that, to multiplication?—No. The schoolmaster goes up to fractions.

1298. You would not ask a man how much three days' work at 2*s.* 6*d.* a day would be; do not you think it would be a useful question?—Yes, it would be useful.

1299. But you do not put a question like that to him?—No.

1300. Is your schoolmaster certificated?—I really could not answer that question.

1301. Do you think it necessary and desirable that they should be certificated?—He has passed an examination. He was examined before his appointment to schoolmaster warder by a Government inspector of schools.

1302. Do you think he should wear uniform?—Yes.

1303. What uniform—the warder's uniform?—A distinctive uniform.

1304. Do you think it would be a good idea if the devotional books were placed under the care of the discipline department, and made a part of the prison furniture, the warder would then be responsible for the examination and distribution of the books?—It would give the officer extra work.

1305. It would relieve the schoolmaster, yes. You think that desirable?—I do not think so.

1306. It would work very well, do not you think?—I think the warder is one thing the schoolmaster another.

1307. Is there any objection in your mind against the devotional books being regarded as part of the cellular furniture?—I think it is best to make the schoolmaster responsible.

1308-9. How much progress do your scholars, as a rule, make in the course of six months—a standard, for instance?—It varies very much; sometimes they get on wonderfully well; indolence is the cause of most of the crime, I think.

1310. (*Major-General Sim.*) You said that you thought that very few of them really and truly want secular education?—Very few.

1311. Do you think they are more likely to be approached by moral instruction?—Yes, they must learn their duty towards God and their neighbour as stated by the Church catechism, or they will not refrain from crime; of course, the great thing is to impress upon them their responsibility to an Unseen Being.

1312. (*Mr. Merrick.*) Does your schoolmaster play the organ?—No, he does not; one of the female officers plays it.

1313. I gathered from what you said just now that you have no adults of the first standard under instruction in association?—No.

1314. What school books do you use?—The National Society's; some of them prefer them to the library books; in fact, they are full of interesting information. Citizen Readers, Cassell's Readers; suggestive lessons in practical life; Chambers' Advanced Readers; Popular, Technical, and Bible Educators; dictionaries, geographies; phonography, &c.

1315. You think that your schoolmaster is a capable man?—He is a very competent man.

Rev. J. A. Ladbrooke.

Rev. J. A. LADBROOKE called and examined.

1316. (*Chairman.*) You are chaplain of Winchester Prison, Mr. Ladbrooke?—I am; yes.

1316*a*. Will you tell the Committee what experience you have had?—I have been there 24 years.

1317. At Winchester; no other prison?—No.

1318. You have had a good deal of experience in the present system of education; do you think it is satisfactory?—Yes, I think it is.

1319. Can you suggest any improvements or alterations?—I think this—that if they were to have some

geography books and grammar books introduced as school books, that would be an advantage.

1320. I take it they are considered as library books because they are beyond the standards taught in prison?—Yes, a man in the second stage would be entitled to a book of instruction, whereas, in the third stage, he is entitled to a library book. I am rather speaking of these special subjects; men sometimes ask for shorthand and sometimes French.

1321. Do they not get them?—Yes, we give them as far as the books go.

1322. Have you a good supply of books?—Yes, we have a very fair supply of books. When we first came under Government we had practically no library, but we cleared out all the old books, and since then, by making the full demand, our library is getting into fair condition.

1323. At present have you ample?—Yes; I always feel rather greedy upon the subject of the library books.

1324. (*Mr. Merrick.*) How many books have you?—I think we have now between 600 and 700.

1325. How many prisoners?—I think, to-day, we have about 311.

1326. (*Chairman.*) How often do you change the books?—Every week, and more frequently if necessary; that is to say, if a man wishes to have a special book, if I think he deserves it I let him have it.

1327. How do you find the system compares now with the time before the Government took it over?—I think it compares very favourably. There was then no proper system of education. Two schoolmasters were appointed and had to attend, I think, six hours a day, and then they used to hold the school in the chapel.

1328. Your present staff, what does it consist of?—Our schoolmaster is dead; he died in January last; and since then the governor has appointed a candidate for the post of schoolmaster-clerk to take the duties of schoolmaster, and he has done very well indeed.

1329. And helps in the clerical work?—Yes, well, so far as it concerns the schoolmaster's position, but he has to enter the names in my character book, and has to write letters for prisoners who cannot write.

1330. Has he taken up the duties?—No, because we have no one appointed; he applied for the post of schoolmaster-clerk, and then, when the late schoolmaster died he applied for the post of schoolmaster. He is a very intelligent fellow.

1331. What are the schoolmaster's actual duties, take the actual working day?—At present the substitute does not come on at 6, he comes on about 8 o'clock.

1332. Then will you describe his duties?—He has to teach prisoners in their cells, and on certain days in class; he has to enter in my character book the names, ages, and descriptions of the prisoners who are received in the prison the day before; he has to distribute the library books and collect them and superintend repairs; he has to write letters for prisoners who cannot write, and to attend the men who would wish to send petitions, and if I were to be away, he would take the weekly morning service in the chapel.

1333. Does he do any disciplinary duties?—No, he has been removed from that temporarily by the governor till someone is appointed.

1334. I want to know the ordinary duties of a regularly appointed schoolmaster?—He takes no discipline duties.

1335. None whatever?—No; he takes no discipline duties, because all his work must be given to the schoolmaster's duties. Then, you see, the books have to be examined, the books given out, books collected, tracts given out, tracts collected.

1336. Does he take his turn at evening duty?—No.

1337. Does he take his turn at sleeping in?—No.

1338. Does he go on escort duty?—No.

1339. Does he take his turn alternate Saturday and Sunday?—Yes, he takes that.

1340. Now, speaking generally of the qualifications of the schoolmaster, are you satisfied with his knowledge and attainments?—The late schoolmaster was a certificated schoolmaster, he had been in a training college—he was introduced into the prison from one of the parish schools. I prefer to have a thoroughly good schoolmaster-warder—a schoolmaster-warder as such, and to pass the same examination as a schoolmaster-clerk.

1341. Do you think he should wear uniform?—He should wear it.

1342. If he wore a uniform he would not be a discipline officer?—No.

1343. Would you prefer to keep him a discipline officer to wear uniform or private clothes?—I do not think it makes any difference, because in one sense he acts as a discipline officer, he has to report men who behave badly, if he is in chapel he has to report a man if he sees him behave badly, but the schoolmaster has never been called upon to do any purely discipline duty.

1344. In fact, you have had the whole of his time at your disposal?—Yes, and I require all his time.

1345. What duty does he perform on Sunday?—On Sunday he would have to distribute the books to those that came in on the Saturday, and he would attend in chapel.

1346. As a discipline officer, in fact, then?—He takes his part in the responses, &c.

1347. Does he help to get the prisoners into chapel?—No.

1348. Or to get them out?—No.

1349. (*Mr. Merrick.*) Or to seat them?—No, he acts as a kind of verger to me.

1350. When it is his Sunday off duty who does all this?—He would have to make arrangements beforehand.

1351. In chapel some discipline officer?—No, there is no one in his place then.

1352. What time does he go off duty on Sunday?—He comes on duty about 9.30 and goes off 12.15, and then from 2 till 5.

1353. Do you think that good might be done on Sundays by visiting the prisoners in their cells by talking to them?—No, because they come to service twice on Sunday, and they have two sermons—I think any extra teaching would be injurious.

1354. They have their books?—Yes, they have all their school books, library books, and slate.

1355. No work is left in the cell?—No, everything is taken out.

1356. Would you allow any extension of the privilege of a library book to a prisoner in the first or second stage, on a Sunday?—No, I think not, because it would involve a very great deal of extra time spent in issuing and collecting them. I do not think the number of books we have would stand the wear and tear.

1357. They have a book of moral instruction in their cells?—Yes, what is called a tract.

1358. That is all that they have to read?—Yes, except their devotional books.

1359. You would not recommend any library book to be given?—No; I really think, as far as my experience goes, there is nearly as much done for moral instruction as can be.

1360. What are the means of moral instruction?—Every week-day we have service; we begin with a hymn, then there is an introductory sentence, the Lord's Prayer, collect, and general thanksgiving; every day, immediately after that, there is an expository address on scripture subjects, that lasts the rest of the time for service—that is every day of the week. On Sundays, we have the prayers and sermon morning and afternoon, and we have Holy Communion administered the first Sunday in every month. Then in visiting the men's cells, I always encourage them to ask any question on the Bible they like; any difficulty they may have or anything they cannot understand. Then in going into their cells, I teach those that are willing to learn, but sometimes I find a man will say he is satisfied with what he has heard in regard to sermons, and I find they are willing to learn other things. I have taught them astronomy or physiology. I find this, that if I can show these men that I take an interest in them, and let them see that I wish to do them good, then I can lay hold of them.

1361. (*Chairman.*) Have you ever considered the question of organising lectures?—I do not think that would be beneficial; and what I was saying just now, as to teaching these men secular subjects in their cells, so far takes away the necessity for it.

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1362. You would have to select your prisoners for any simple moral subject or scientific subject?—I do not think that would do any harm at all; I think it should be confined to men who are in the higher stages. The lecturer must be a man who can take the gauge of his audience.

1363. Could such a thing be organised have you any room that could be devoted to it?—The only room we have in the prison is a schoolroom we use to hold our choir practice—that would hold about 25 men.

1364. Should you object to give a lecture on any secular subject in the chapel?—I would rather not do it; because it is so very easy for these men in their own hearts to secularise the chapel; I always thought it was wrong to carry on school in the chapel.

1365. Would there be any difficulty, as far as you know, to provide a lecture?—Not so far as I am concerned. I could lecture to the men.

1366. Do you think the prisoners would appreciate them?—I think they would; of course, in our prison we have a very mixed population of sailors and soldiers; if a lecture were delivered occasionally to a certain number of prisoners, that, I think, would be so far beneficial.

1367. How would you find time?—I would find time—any time from early morning till late in the evening.

1368. How would you take it out of the hours of labour?—That would be the awkward part of it—you must have it between 9 and 11.30 or between 2 and 5.

1369. A lecture would not take more than a quarter of an hour?—No, otherwise you might exhaust the lecturer.

1369*a*. Would you propose to get over the difficulty without interfering with the hours of labour?—It would be a great interference with the hours of labour.

1370. I take it that the teaching now is an interference with the hours of labour?—Well, we do not take a man out of his cell except those that are taught in class.

1371. But then he is at labour in his cell?—When a man has to receive his education in class the schoolmaster would give notice for him to be detained for instruction—if a prisoner is not in then, the schoolmaster would go to the man when he is in his cell—he would simply leave off his sack making or other work.

1372. So that he would interfere with the hours of labour?—Yes.

1373. You know that the Act of Parliament says that instruction shall be given provided it does not interfere with the ordinary hours of labour?—Yes, it is so.

1374. Do you think that the dinner hour might be utilised by the schoolmaster more?—Well, you must allow a man half an hour to get his dinner.

1375. That would leave him an hour?—I do not wish to interrupt his dinner, but many men like to see me after they have had their dinner.

1376. Even if you allow him half an hour, then there would be still an hour left. Do not you think that that time might very well be taken advantage of?—I do visit them in their cells then and carry on moral instruction.

1377. Did you ever know of a prisoner objecting to being visited in his cell?—Yes, in one case a man wrote to me, but he was indignant I had interrupted his dinner.

1378. You do not expect any objection on that score?—No, I know one prison where the governor did object to the chaplain visiting the prisoners during the dinner hour. Many of them I could not see unless I visited them then.

1379. You give your whole time to the prison?—Yes.

1380. Are you in favour of class or cellular education?—I think that the class system, as it is at present, for the men in the first class for education works thoroughly, because each man learns a little from his neighbour.

1381. That is for reading?—Yes, I think the present system is quite sufficient. The only way in which you could further utilise it would be arithmetic. I think the present system works very well indeed. I do not think there is any necessity to change it.

1382. Do you agree with the present limit of sentences of four months?—Yes, I do not think you would do very much good to limit it to three months. I think the little they would learn would hardly be worth the trouble.

1383. Do you agree with the limit of age of 40?—Yes.

1384. You exercise the discretion as regards over 40?—Yes, I refer the matter to the governor, he always gives his consent.

1385. You think that the prisoners appreciate the attention bestowed upon them?—I think some of them do, not all—occasionally there are lazy men.

1386. Do you think they look upon it as a privilege, or as part of the prison system of discipline?—I think they look upon it as a privilege so far, and really many of them do try and improve themselves—but arithmetic is the hardest point—it requires a certain amount of strength of mind to go heartily into arithmetic.

1387. Do you examine every prisoner on reception and discharge?—Yes.

1388. Do you have intermediate examinations to test progress?—No, there used to be, but afterwards there was a later circular issued which stated that the chaplain was to examine them on reception and discharge.

1389. Who examines them?—The chaplain.

1390. What is the check against a man, for instance, who passes the first standard being kept in that standard?—The schoolmaster would give his lessons, and I look at their books, and if I see the school books show that he is on the school list, I tell him to read to me, and ask him how he is getting on; if I find that a man can read a book fairly, I tell the master to give him the next standard. I have generally found that the schoolmaster has a reason for not having given it him before.

1391. Instead of having any stated examination, you keep in touch with the scholars?—Yes, and follow up their progress.

1392. You think that the results are satisfactory?—I think so; I do not think you could do any more.

1393. (*Mr. Merrick.*) (*Referring to paper handed in.*) This does not give how long they were under instruction?—No, that is simply taken out of results of my own.

1394. As you do not give the time one cannot say?—Of course I could get it out like that as to time; we had to make a very exhaustive return some years ago to the Education Department.

1395. We had it suggested to us in evidence, Mr. Ladbrooke, with the view to relieve the schoolmaster of a certain amount of duty that the devotional books and the slate might be considered as part of the cell equipment—kept in the cell like the bedding and utensils generally—the officer of the ward would be held responsible; do you think that would relieve the schoolmaster?—It would relieve the schoolmaster, but I do not think the officer of the ward would have time to do it; it would take him so many hours to examine all the books.

1396. Does it take so very long?—To examine every page in the Bible would take some little time.

1397. It was suggested as a means of enabling the schoolmaster to devote more time to his duties of teaching?—If we have a schoolmaster-warder, the length of time he spends in prison will be sufficient for the purpose; these books must be removed out of the cell to be examined; there will be the Bible, Prayer-book, and he may have two or three library books. I do not think it would do to introduce that; I do not think it could be done.

1398. The question was only in reference to the devotional books?—Then they must be examined. I do not think that the discipline officers could do it.

1399. (*Chairman.*) Of course cells are very frequently examined when the prisoners are out of them?—Yes, but there are two officers; to examine the books would add very heavily to the discipline officer's labour. I really do not think it could be done.

1400. (*Mr. Merrick.*) I may say it has been done, and very effectively too?—There is one thing to be said, we have so many officers constantly going away on escort.

1401. (*Chairman.*) That applies to other prisons, does not it?—I think it must apply strongly to ours.

These men have to go by train and wait for another train to come back.

1402. I suppose that applies to all prisons?—I thought, very possibly, that we might have more escort duty than the large centres.

1403. Have you any special suggestions or alterations to suggest?—Except this, that I should like to have the question of the schoolmaster settled, because at present we are at sea—this man is doing it very well.

1404. I will look into that myself as a Prison Commissioner. Have you any juveniles at your prison?—Not at present, we have very few, indeed.

1405. But if you had more than one would you teach them in class every day?—Yes, juveniles are taught in class—taken into the shoolmaster's room. There is one point you will notice, that if they have lost their knowledge I think it is undoubtedly well to teach these men.

1406. (*Mr. Merrick.*) Is it well to teach a man who has not made any use of what he learned?—I think so—it may do some good.

1407. If he had been away three months would you teach him again?—If a man has been put in the school list and he goes out for a year and comes back, and is utterly careless, that man is not worth teaching; but if he is taught in prison and gets reconvicted, I should teach him again. I think the schoolmaster-warder should have the same examination as a schoolmaster-clerk—some years ago we had two warders who were appointed as schoolmaster-warders—as schoolmaster-clerk they were examined as high as fractions and decimals.

1408. (*Hon. Mrs. Talbot.*) What is your experience as to the silence in the prison?—I do not think it is injurious—I have never known of an instance—it would be a bad thing, for them to be allowed to converse together. A man is not in for more than two years, and that is rather an extreme sentence, and of course when I go to his cell he talks to me.

1409. You do not think he gets confused and depressed in his mind?—No, I do not think the mere question as to not talking would confuse him.

1410. You think that is the same as applied to women?—Yes, I think so. The women's sentences in our prison are generally very short.

1411. Have you ever thought of any other system for the women?—I always visit the women on reception and on discharge, and two Sundays in the month.

1412. These women, who are not under instructions, have no variety in their lives?—In all these things there is one thing to be remembered—that the prison is a place of restriction and punishment, as well as reformation. I think that there really is as much done in the way of the prisoners' benefit as can be.

1413. Do you think there is enough done to raise their tone?—I think so—we have a bad lot of women—fallen women from Aldershot.

1414. Do you think the prisoners go out of prison improved in character?—Yes, I have found men who really have benefited. They have written sometimes that their going to prison has been a real blessing to them. I think there is a great deal done for prisoners in the present day—I think that a man waiting trial should have better advantages—I think he ought to have a hammock to sleep in and a chair to sit down in. Beyond that, contrasting prisoners, what they are now with what they were when I joined the prison service, I do think the Prison Commissioners have done a great deal for them.

1415. (*Major-General Sim.*) In reference to library books you said you also ventured to propose that there should be geography books and grammars. What sort of prisoners would ask for those sort of books—have you ever studied it—is it only for improvement?—Yes. because, generally speaking, they are men of long sentence, and very often they are men who have been soldiers or sailors — many of them men of superior intelligence.

1416. You suggested shorthand—why should they ask for shorthand?—Because the men who ask for shorthand are clerks—we had a paymaster in the Navy, something wrong with his accounts—and shorthand is one of the subjects taught in the "Popular Educator." His object was to become a reporter, and the men who wish to learn shorthand are generally men who wish to report, and men who have been clerks or commercial travellers.

1417. (*Mr. Merrick.*) Do you think the men would resent the employment of any portion of their dinner hour in school work?—No, I do not think they would.

1418. They would not resent a portion of their dinner hour being taken?—I think some would, but others would not. I do not think the well-disposed men would resent it; of course, you always meet with disagreeable fellows in every prison.

1419. Do you think they would resent any hour after six o'clock in the evening?—No, I do not think they would, only the schoolmaster is not supposed to be on duty after six. When under the county they had school class in the evening in the chapel.

1420. (*Major-General Sim.*) At what time?—I think it was about six to eight.

1421. (*Mr. Merrick.*) Are you satisfied with the quality of the books in the prison library?—Yes, perfectly.

1422. Are you satisfied with the school books?—Yes.

1422*a*. What do you make use of?—The National Society's First, Second, Third, and Four Standards, and arithmetics.

1423. Do you have your scholars placed in contiguous cells in the prison?—No, the men are placed in accordance with their labour, so that the officer may find them all together.

1424. You do not have contiguous cells for the women either, the laundry women would not be engaged on Saturday?—We have not many laundry women, but we have a number of women who are sick—half the women appear to be sick—so many of our women come from Aldershot and are broken down.

1425. Do you submit the list of library books to the visiting justices?—Occasionally. I always make out the list—every book in the library has been selected by myself. Then it is sent to the chairman of the visiting committee, it is sent back and sent up, but we do not always get the books. For a long time I tried to get "Charles O'Malley" and "Tom Burke"—for a long time I tried to get "Put Yourself in his Place" and at last I succeeded in getting it.

1426. Are you satisfied with the number of lessons given to the scholars and the length of the lesson?—Yes.

1427. A quarter of an hour twice a week?—In this circular sent to me it mentions the school instruction in the cell as being 20 minutes—in instruction it is a quarter of an hour.

1428. What tests do you give in arithmetic on admission?—I ask a man how far he can work sums, if he tells me he can work up to a certain point I then set him a sum, more especially I ask him questions in mental arithmetic.

1429. What would be the kind?—For instance, I might ask a man this question—if you bought so many pairs of boots for so much and you paid so much for them what would be the change.

1430. When your schoolmaster is away who acts as a substitute?—No one.

1431. No instruction is going on at all?—No. I have been obliged to do a great deal of his work. We had first of all two schoolmasters, and then the magistrates thought they could do with one, and raised the governor's salary, and then this man was engaged to come six hours a day.

1432. How do you supervise the work of the schoolmaster?—He has to keep a list of all the men who are on the school list, and to put down the date on which he goes and teaches them.

1433. Does he submit this diary to you every day?—No, but I see it whenever I wish, that would show the day of the month or the week in which he went and taught these men. Besides, I ask the men questions about their school, I ask questions for myself. I think it is best not to trust blindly to a subordinate, on discharge I examine the men in the same way, either by slate or mental arithmetic.

Warder W. T. Jewell.

28 Feb. 1896.

Warder (Acting as Schoolmaster) W. T. JEWELL called and examined.

1434. (*Chairman.*) You are schoolmaster at Wormwood Scrubbs?—Yes.

1435. How long have you been there?—Five years.

1436. Schoolmaster all the time?—Yes.

1437. Have you been in any other prison?—Yes, I have been in Coldbath Fields, Pentonville, and Millbank Prisons.

1438. (*Mr. Merrick.*) How long were you at Coldbath Fields?—Two years three months, Millbank four years three months, and Pentonville nine months.

1438*a*. You have been schoolmaster?—12½ years.

1439. (*Chairman.*) Do you do any discipline duties?—Yes.

1440. Any discipline duties on Sundays?—Yes, supervision duty in the hospital.

1441. Anything beside the hospital?—No.

1442. Do you do evening duty?—No.

1443. On week days your whole time is devoted to teaching?—That is so.

1444. Will you describe an ordinary day's work?—Roughly about a quarter of my time is taken up in teaching duties, and the remainder in writing letters and changing library books.

1445. Do you come on duty at 6 o'clock in the morning?—No, 7; go off at 5.30.

1446. There is another schoolmaster warder?—Yes.

1447. And another schoolmaster?—Yes.

1448. Have you any suggestions you wish to make in regard to education; do you think it is satisfactory?—No, I do not think it is. I think prisoners would learn better if they were taught in class.

1449. Do you think they would learn more than by cellular teaching?—Yes, I think they would emulate each other.

1450. Do you think when they get to the second and third stages they would learn more?—I do.

1451. Do not you teach first standard in class now? No, we have no accommodation for teaching in class.

1452. Do not you teach juveniles in a room?—No, in cell.

1453. Is there no place where you could teach juveniles in class?—No, there is no place whatever.

1454. What is about the actual time that each prisoner gets per week?—About a quarter of an hour.

1455. Once a week or twice a week?—Once a week.

1456. Do you think the time given is sufficient?—No, I do not.

1457. Do you see your way to giving more time?—Yes, if the extraneous duties are taken away from us. We have about 220 prisoners for school instruction, that is enough to employ four schoolmasters all their time, and we are only three at present.

1458. Some of your time is taken up in removing devotional books from their cells?—Yes.

1459. Would not it relieve you if these books were made part of the cell furniture, and the officer of the ward made responsible for them?—Yes, perhaps it would.

1460. Do you think that could be managed?—Yes, but I am afraid the books would suffer in consequence.

1461. The officer of the ward would be responsible?—Yes, but he would not look after them the same as the schoolmaster, he would not take the same interest in them.

1462. What is your experience of prisoners' education; do they appreciate it, do you think?—The majority, I think, appreciate it; some look upon it as part of the prison discipline.

1463. But the majority, you think, appreciate it?—Yes, I think they do.

1464. Do you think it ever prevents them from going in again?—In some cases I do.

1465. You think it might?—Yes.

1466. Do you examine prisoners periodically?—No, but I take a list with me on which I have the state of knowledge on reception, and I can easily see whether they are making satisfactory progress.

1467. You keep a memoradum?—Yes.

1468. What check is there upon keeping a man too long in one standard?—There is no chance of that; it is a gradual progress from one standard into the next.

1469. There is no record of it?—No.

1470. (*Mr. Merrick.*) Supposing, in your examination, you found a man has reached the Fourth Standard, what steps do you take then?—He continues to receive instruction until his release from prison.

1471. (*Chairman.*) After that time he educates himself by library book?—Formerly we had a quarterly examination, but we do not keep that up now.

1472. (*Major-General Sim.*) Anybody comes to you, you keep them on till discharge?—Yes.

1473. (*Chairman.*) Do you think the dinner hour might be utilised for purposes of education?—I think the prisoners ought to have the dinner hour to themselves.

1474. Do not you think the dinner hour might be used a good deal?—I think not. I think the men require rest in the dinner hour, especially those on the works.

1475. Do you think that Sunday afternoon might be utilised?—No, they attend chapel on Sunday afternoon besides going to exercise.

1476. What time is exercise over?—I do not know, exactly, it is done piece-meal; it is squeezed in either before be after the service.

1477. Do you think the time given is sufficient for education now?—No, I do not.

1478. Have you any suggestions to offer with a view of getting more time, whilst allowing such duties as writing letters and petitions to be carried on?—Yes, the staff should be increased; we are only three masters, and there are two mistresses on the other side; we have three halls to their one, and if there were the corresponding number of masters there would be six instead of three.

1479. (*Major-General Sim.*) You do not teach on Saturday morning?—Yes, we do.

1480. (*Hon. Mrs. Talbot.*) Do you ever find any of the prisoners ask you to teach more than in the standards, such as geography, history, &c.?—No, most of them are anxious to go on as far as bills of parcels, so as to be able to make out small accounts; but they seldom, if ever, ask to be taught geography and history.

1481. Of course that would be useful to them when they are out?—Yes.

1482. Are they easily taught; do you find them subordinate?—That depends on the teacher. If he treats them in a proper manner he has no trouble, as a rule. They like to get on so as to be able to read their library books.

1483. Have you a great many prisoners who can neither read nor write?—Yes.

1484. Never been taught anything?—Yes.

1485. What per-centage, do you think, who cannot read or write?—I think the majority.

1486. (*Major-General Sim.*) Out of your 200?—Yes, I think so.

1487. Either they have forgotten it or have never learned it?—Yes.

1488. (*Major-General Sim.*) But do not you think rather the difficulty now is finding the time?—That is so. That is why I say there should be more teachers.

1489. You think they would not like the dinner hour to be interfered with?—I am afraid the majority would resent any interference in the dinner hour.

1490. (*Chairman.*) In the convict prisons between 5.30 and 6 is used for teaching?—Yes; sometimes later, I think.

1491. (*Mr. Merrick.*) How many scholars would you be able to instruct between 2 and 4 o'clock in the afternoon?—Between 2 and 4—eight.

1492. Considering the passage from cell to cell, as an average, you would not get through as many as eight in the two hours?—No; not more than six.

1493. How many books can you distribute in an hour?—I have never timed myself, but I should think about 40. There is all the difference—some of the masters are quicker than others.

1494. I find 20 in an hour?—I generally choose some good men as orderlies, and they assist me in the examination of the books. This accounts for my being able to change so many.

1495. Have you your scholars in contiguous cells, so far as can be arranged?—No, there is no such arrangement attempted.

1496. You have got over 200 prisoners who are eligible for instruction. From what you say you cannot instruct nearly so many as 230 in the course of the week?—No. The fact is they get one lesson in the week instead of two.

1497. Do you think that the whole of the 207 get one lesson in the course of the week?—Not regularly; it depends on the other work that has to be done.

Warder W. T. Jewell.
28 Feb. 1896.

1498. I take it about a quarter of those that are eligible do not get instruction at all?—Yes, but they are not neglected altogether, they all get their lessons in their turn.

1499. So that I may take it that a quarter is omitted every week?—Yes.

1500. Do you think that both the two chaplains take the same standard as a test; that the examination is the same in both cases?—I think they are pretty much the same.

LIBRARY OF THE BOMBAY BRANCH OF THE ROYAL ASIATIC SOCIETY

SIXTH DAY.

Home Office, Monday, 2nd March 1896.

PRESENT:

R. S. MITFORD, ESQ. (*Chairman*).

Hon. Mrs. E. S. TALBOT.
Major-General C. A. SIM.
Rev. G. P. MERRICK.
Captain C. EARDLEY-WILMOT (*Secretary*).

The Right Reverend THE LORD BISHOP OF NEWCASTLE called and examined.

The Lord Bishop of Newcastle.
2 Mar. 1896.

1501. (*Chairman.*) When your lordship was vicar of Portsea you acted for some time as chaplain of Portsmouth Prison?—Yes.

1502. You have had some experience of prison education?—Yes, some.

1503. And you say from your experience that the system is worked satisfactorily?—On the whole, I should say it would be worked satisfactorily, but it must be remembered that it was worked there a little differently for the reasons which I should proceed to explain. When I was asked to undertake the chaplaincy, I said that I was willing to do so if I had a free hand—I was informed if I made myself responsible that I should have the largest discretion. I then said that I should work it with a considerable staff of clergy. I proposed that two curates should be associated with myself in the visiting of the prison, and that I should have perfect liberty to send up any other at any time, thus giving the prisoners considerable variety in that way. The arrangement was entirely approved, and has been carried out ever since. Two clergy were associated with me; I put one of them to visit the prisoners who were there over three months, and another one to take those who were there under three months; in each case they would take those who came in each day; and then I used to go up myself on Saturdays—spend all Saturday morning, sometimes more—and then on Sundays they had a variety of 11 or 12 men as was most expedient, and I did that deliberately. I added to my staff of curates when I was appointed chaplain of the prison, but I said nothing would induce me to appoint one man solely to help me in the prison, for the whole theory on which I acted was, that it was very much better, if it were possible, to bring the freshness of several men to bear upon the prison life, and that a man was much more likely to succeed with prisoners in the case of a prison like that who had other work to do. I think that answered, but you see it is a little different from the ordinary method of working. I had 10 curates, and with 11 men working a small prison, it is not quite the same as working it with one.

1504. The Commissioners always considered that it was worked exceedingly well—do you think sufficient time is given to the education?—No, I do not, there are some prisoners on whom it is worth while to spend a great deal of trouble, and some who are not worth any. There are certain cases in which I should have liked to have told the schoolmaster he need not go there at all, but spend double the time on another case, *e.g.*, there is a man I know who is a dealer in all sorts of second-hand things, perpetually getting into trouble for receiving stolen goods—having once been convicted he has always been convicted again. If I gauge that man rightly, he is nothing more than a weak creature. I do not think he is naturally a vicious man, but I think he is mentally and morally weak, and I think that if he were only better educated that he would not be the prey of these designing fellows who steal—a man brings him a spoon, assures him that he owns the property; he takes the spoon and is run in for receiving stolen property. He has been in prison some months, but he has never had enough time spent upon him to teach him to read properly and discern the various marks on these goods. I do not think myself he is a morally vicious man. I think the way to raise that man would be to give him a pretty good education—I should be disposed to spend a good deal of trouble to teach him to read and write, so that when these things are brought to his shop he should know how to deal with them. That is an illustration of a class of people who want to have more time given to them than is now possible.

1505. At what time was the education generally given in Portsmouth prison?—In the morning usually, but I am afraid I cannot go exactly into the hours—the schoolmaster had quite a discretion about that matter.

1506. Really it interferes with the ordinary hours of labour?—Yes, it does to a certain extent, when you take it all in all considering the other things which the schoolmaster-warder had to do.

1507. Do you think the dinner hour might be utilised?—Yes, I do. I used to find the dinner hour on Saturdays a very convenient time for visiting the prisoners. Saturday afternoons I found a very convenient time for visiting these prisoners.

1508. Were you satisfied with the qualifications of the schoolmaster?—Yes, I was; he was a very nice fellow, and a real help to me.

1509. Do you think the standards taught are sufficient in the prison?—I should think so, so far as I can judge.

1510. Have you a good supply of books?—Yes, we had. When the convict prison was abolished we got a good many of their books.

1511. Do the prisoners look upon education as a privilege or as part of the present system?—I think some do the one and some do the other—some prisoners are extremely glad to have the education, and others do not appreciate it a bit.

1512. Had you any class teaching?—No, I had no experience with regard to class teaching, and I know the schoolmaster was rather against it, but you see it is different in a small prison to a large one. I will say two things, that the whole power, the whole secret of influence over a prisoner, is to get him alone. I suppose four-fifths of the prisoners are led into crime by association

The Lord Bishop of Newcastle.

2 Mar. 1896.

with others, and it is by getting them alone that you are able to counteract that, and the individual attention which the prisoner receives is worth ever so much more than what he would receive as a member of a class; but I should qualify that by another remark—that there are some prisoners that I would much rather have taught in class, than not taught at all—there must be discretion in these things—I should find it extremely hard to suggest general regulations which would not admit of exceptions. I should think there should always be discretionary power with the local officials.

1513. I take it, with that exception, that you are strongly in favour of cellular teaching?—Yes, I am, but you must not take my experience for more than it is worth. One means which I found was valuable for influencing prisoners was by giving five minutes talks every morning in the chapel. It was not carried on by my predecessor, but of the 15 minutes given to service in chapel every morning, I always devoted at least five to a good plain straight talk to the prisoners.

1514. Moral instruction?—Yes, I found that they all liked to listen; they asked us all sorts of things, and the influence which we got over them probably was very largely due to that plain, straightforward, short talk, which was more valuable than a long sermon. I am certain that these short talks which they got, not only from one man, but from all, was the foundation of a good deal of useful influence.

1515. One of the points we have to inquire into is: What are the means of moral instruction?—That is one thing that I should recommend any chaplain to do—to give a short five minutes talk every morning in the prison.

1516. Of course the chaplains work also?—Yes, undoubtedly.

1517. In prisons I take it that is the moral instruction referred to?—Yes, no doubt it is; but these week day short talks, when you can speak straight out, are invaluable. I know they were appreciated.

1518. Have you considered the question of lectures to prisoners on secular subjects?—I have considered it, but it is very hard to come to any conclusion or make any recommendation. There is one thing to be said, that prisons are not quite the places to make extremely attractive. I think there is one thing I ought to say, that is, all the moral teaching that is brought to bear ought to be consistent, and you must take care that you do not introduce men who would give teaching that would be different to that of the chaplain. Supposing, for instance, that I had been chaplain at Portsmouth prison, and that it was proposed to introduce somebody there who would be likely to give teaching inconsistent to my own, I should feel that would not be likely to be beneficial to the prisoners.

1519. Supposing that lectures were tried, it would be for the chaplain, if he did not do it himself, to find someone?—That would do away with the objection. I should like to see it tried as an experiment.

1520. Would you select the prisoners, or give them generally?—I think I would select in the first instance. I can quite understand that you might have some very troublesome prisoners who would spoil the class. I should have it looked upon as a privilege, and if that were done some of the prisoners would behave better to get that privilege.

1521. Do you think that all these things should be privileges to be looked forward to?—I think so. If you are going to make it absolutely part of the prison discipline the prisoners would not get any good out of it at all, but if you give them to understand that they are going to have a privilege, it might aid them.

1522. What is your view about the present limit of four months; do you think it might be reduced to three?—I do, certainly, think it might be reduced to three.

1523. Beyond that it would hardly be worth while to go?—No, I think it would hardly be worth while.

1524. Are you satisfied with the present limit of age to 40 excluding the prisoners?—No, I should like it to be carried later.

1525. You know there is a discretionary power?—In that case that would be sufficient.

1526. Had you any juveniles?—Yes, we had from time to time. Nearly all these juveniles were always brought in in gangs. They were gangs of bad lads, and the only way to cure them as a rule was by getting them away from Portsmouth altogether. If you are going to continue the gang system in Portsmouth it would be the worst thing to do.

1527. So they were taught in cells, not in class?—Yes.

1528. (*Mr. Merrick.*) If the limit were reduced to three months when would you begin instruction?—I should like to begin it as soon as possible. I should think after the first month, and give them eight weeks.

1529. How much progress do you think your scholars made in the course of three months—would they go up a standard?—Yes, I think perhaps they would; but I am profoundly dissatisfied with the amount of time that is given to teaching, and it is very hard to say how to regulate it if the schoolmaster has so many other duties besides teaching.

1530. (*Chairman.*) Supposing more time were found, you think the present system is satisfactory?—Yes, I do.

1531. What other duties had the schoolmaster to do?—He had a lot of clerical duties to do, he had all the charge of the books and the library. I do not think there is enough time given to the absolute teaching.

1532. Do you think the schoolmaster should wear uniform?—I have no special opinion about that.

1533. Do you think it is necessary that he should be certified?—I think on the whole that his qualifications were sufficient.

1534. Do you think it would be an advantage in a large prison to have certified schoolmasters?—I should certainly like to have that.

1535. (*Mr. Merrick.*) What would you think should be the limitation in that direction, what duties should he be called upon to perform?—I think the main duty is to teach, and at present in a small prison he has so much other work to do and clerical work that there is not enough time given to absolute teaching.

1536. Would you take out of his hands the charge of the library books?—No, I should not do that.

1537. Of the clerical work much has to do with the chaplain's department?—Of course he must help in that. I think I should take from him the ordinary clerical work that he does.

1538. (*Major-General Sim.*) Looking over the letters is a long business, I suppose, sometimes?—Yes, it is.

1539. About the dull ones that you say you would not give instruction to—assuming the effect of the instruction given is to prevent them coming in again—do you think any means of education could be found for them?—I was not thinking of those who were mentally dull—when I said it was not worth the while of the schoolmaster to spend much time, I was thinking rather of certain prisoners who were callous, and whom I should think it was not in the least worth while to teach.

1540. I am thinking of what we find in our board schools, that by a sort of educational process you can have such a good effect on infants. Some sort of system like that could be given to the men as a privilege who wish to learn?—Yes, it might be done as a privilege.

1541. (*Chairman.*) Do you think the time between 6 and 8 in the evening could be most utilised?—Yes, I think so.

1542. Supposing a prisoner had finished his work, do you think he would regard it as a privilege to be taught instead of doing his work between 6 and 8?—I quite think it would. You will do nothing with the prisoners unless you can arouse their interest in some sort of way or another; if you can get them to be thoroughly interested in something you have done a great deal towards amendment.

1543. (*Major-General Sim.*) Do you think a time like that would be a good time for a lecture?—I should think it very likely would be, if lectures were given, but again, I may say I do not think I am an authority upon the subject of lectures.

1544. (*Chairman.*) I take it that really the whole point is, that more time should be found?—Yes, I think more time should be found.

1545. And less of other duties to fall upon the schoolmaster?—Yes; variety, subject to a controlling mind, is a good thing in dealing with these prisoners.

I do not believe there is any one man who is so absolutely *au fait* with all human nature that he is able to influence everybody alike. There were men whom the young curates could influence better than I did; but the variety must be subject to a controlling mind; there must be a consistency in the variety, so that it is part of one complete whole.

1546. (*Hon. Mrs. Talbot.*) You said that the curates had about three months' experience in the prison?—No, I did not mention that; what I said was, that one of my curates used to visit those who were in prison for three months and upwards, and the other those who were in for shorter terms than three months.

1547. They have not enough experience, and if you turn on too many new men they have not, perhaps, got enough experience to know how to manage the prisoners?—That is perfectly true. On Sundays the services were taken by the whole staff indiscriminately, as I liked to arrange it.

1548. (*Mr. Merrick.*) Which would be the more experienced man, the one who had charge of the three months' cases or those who were in for a longer term?—I gave as a rule the more experienced man the charge of the longer cases—three months and upwards.

1549. (*Hon. Mrs. Talbot.*) You do not think that the long sentences and the emptiness of their minds has a bad effect upon them?—No, I do not think that—I think that one's chief power of dealing with them at all is the dealing with individuals—I found that the prisoners were always extremely glad to talk with the chaplain—I think it is quite possible that you might want different treatment in a large prison.

1550. You have no experience of women?—About 20 we had—up to 110 males, and up to 20 women.

1551. Are they open to good influences in the same way as the men?—Yes, I think so, on the whole they were, but the best influence that was brought to bear upon the women was brought to bear by the deaconesses of the Diocesan Deaconesses' Home.

1552. You would be in favour of having women to visit them?—I should think the chaplain should have the power of introducing discreet women in that way.

1553. (*Chairman.*) Who taught the women at Portsmouth, there was no schoolmistress?—I do not think there was any teaching at all.

1554. The matron, perhaps?—Such as it was, if it was done at all, it was done by the matron.

1555. (*Major-General Sim.*) You think that if there could be such a thing as a lecture after 6 o'clock it ought to be given by the chaplain?—I do not say by the chaplain—I should say with the chaplain's knowledge, and by his arrangement. I should be very sorry to introduce anything like that which the chaplain did not like. I think if the chaplain sets his face against it it would be very difficult to get any good out of it.

1556. (*Chairman.*) In fact you would make the chaplain responsible?—Yes.

1557. (*Major-General Sim.*) I was thinking just now of some subject, such as "light" or "thrift" or "temperance"?—Just so.

1558. (*Hon. Mrs. Talbot.*) Had you any room at Portsmouth?—No, nothing but the chaplain's office.

1559. Would you object to the chapels being used?—I should not like it. I think it would rather spoil the association.

1560. (*Mr. Merrick.*) I may say your experience of the small prisons is the same as in larger prisons—human nature is exactly the same—it is the experience of others—I should think the experience of 9 out of 10 would be against it. May I ask what test you gave in arithmetic?—I asked them a simple question about making out a bill, or something like that.

1561. Do you think they would resent the use of the dinner hour for the purpose of instruction or a lecture?—I think they would for a lecture. When I was speaking of the dinner hour, I was thinking more of a little talk and instruction. I think they might object to it if it was done together, but not separately.

1562. You said you thought the teaching might be increased—did you mean the number of lessons in the week or the length of the lesson?—The length of the lesson—the time is too short.

1563. I see by a return that your schoolmaster has under his charge 12 prisoners—if he was employed wholly in giving instruction under the present regulations he would be employed six hours in the week only—what would he do?—I should say a quarter of an hour twice a week is altogether insufficient—in certain cases I should like to give an hour to some of these prisoners twice a week.

1564. Are you satisfied with the library books?—On the whole I am—I think they were good books; we had a distinct improvement when we were supplied from the convict prison.

1565. It has been suggested that the devotional books, Bible, prayer book, and hymn book, should form part of the cell furniture, and be under the charge of the warder rather than in the charge of the schoolmaster, would you prefer such a change?—I do not quite know why the change is proposed; is there any particular reason for it? I see no reason for the change.

1566. In some cases it has been suggested to lighten the schoolmaster's duties; in other cases it is that the supervision of the books would be carried out every day?—I am sure anything that would lighten a schoolmaster's time and give him the opportunity of doing his proper work I should welcome.

1567. (*Major-General Sim.*) What are the most popular books in the library?—Some books of biography and things of that kind.

1568. Cassell?—Yes.

1569. (*Mr. Merrick.*) Did you find the "Popular Educator" and the bound copies of "Good Words" were popular?—Yes, they were very much read.

1570. Was there a great demand for dictionaries?—Not that I am aware of.

1571. (*Chairman.*) Many long term prisoners are very fond of working up foreign languages. Are there any other suggestions you would like to make?—No. I think not.

1572. (*Hon. Mrs. Talbot.*) Is there any way of teaching those that are not eligible for instruction?—I do not know of any other way except through the chaplain.

1573. They must have very empty minds?—Yes, I should certainly reduce them from four months to three. I have long wished for the reduction from four to three months.

1574. (*Mr. Merrick.*) Do you find that women are as apt for instruction as men?—No, I do not think they are, perhaps I may say that I think as a rule that the women who come to us are rather older than the men.

1575. You do not get many women over 30 years of age asking for instruction?—No.

1576. And you get men up to 45?—Yes.

1577. But women very rarely over 30?—Yes, it is quite true.

1578. Thas has been your experience?—Yes.

1579. (*Major-General Sim.*) Did you get any number of short sentences at Portsmouth, such as seven days?—Yes, perfectly useless for education.

1580. (*Chairman.*) You think it worth while to teach prisoners of 35 who have forgotten what they have learned?—Yes, I would if you can once get them interested in the work.

1581. (*Mr. Merrick.*) If they had not made use of the instruction given during a previous imprisonment would you put them under instruction again?—Yes, I would.

Evidence taken at Her Majesty's Prison, Wormwood Scrubbs, 2nd March 1896.

W. P (Male Prisoner).

2 Mar. 1896.

W. P. (*Male Prisoner*) called and examined.

1582. (*Chairman.*) How long have you been here?—Since 16th December.

1583. What is your sentence?—Eight months.

1584. You are under instruction—being taught now?—Not yet.

1585. Does not the schoolmaster instruct you?—He has come round twice.

1586. When does he come to you?—Thursday and to-day.

1587. How long has he been coming round?—Last Thursday and to-day.

1588. Those are the only times?—Yes.

1589. What are you learning now?—I am trying to do sums.

1590. Can you read and write?—I can read pretty well.

1591. What sort of sums are you doing?—Multiplication and division.

1592. Can you do addition sums?—I do not understand it till I see the books.

1593. Do you think you learn much?—I think I learn a bit.

1594. Are you glad to learn?—Yes.

1595. Do you look upon it as a privilege or as part of the prison discipline?—I do not know.

1596. (*Hon. Mrs. Talbot.*) Do you enjoy being taught?—Yes.

1597. (*Major-General Sim.*) You did not do much schooling?—No.

1598. How much did you do?—Three months altogether—the death of my mother stopped me going to school.

1599. (*Mr. Merrick.*) What age were you then?—Eleven.

1600. What standard were you in when you left the school?—I was in the second, and they put me in the third.

1601. Were you short in arithmetic?—Yes.

1602. What use have you made of what you learned in school?—Forgot it all.

1603. You never used it?—No.

1604. What is the advantage of your learning now?—To help me when I get older.

1605. In what way do you think?—I might go to work, better work.

1606. You did not think of that before?—No.

1607. When you went to school you were about the Second Standard?—Yes.

1608. How much time do you spend every day in learning the sums or the writing which the schoolmaster gives you to do here?—Two or three hours.

1609-10. (*Chairman.*) What are you employed at, canvas bag making?—Hammock making.

1611. (*Mr. Merrick.*) Have you ever attended night school?—No.

1612. (*Major-General Sim.*) Do you get a library book?—Yes.

1613. What do you take out—what is the name of the book?—"Tales from Shakespeare."

1614. You can read that pretty well?—I have read it.

1615. You can read it pretty freely?—Yes.

1616. (*Mr. Merrick.*) Do you have individual schooling in the course of the week?—Yes.

1617. Do you think that the master comes to you sufficiently often?—Yes.

1618. If he comes to you more frequently you would not be able to learn more than you do?—I do not think so.

1619. (*Major-General Sim.*) What do you do on Sunday afternoon?—Read the Bible.

1620. (*Mr. Merrick.*) Suppose the schoolmaster came to you between 12 and 1.15 in your dinner hour, would you object to that?—No.

1621. (*Major-General Sim.*) You work then?—As soon as I have my dinner I start working.

1622. (*Mr. Merrick.*) Which would you prefer—schoolmaster or the work?—I prefer my work in the day time—do schooling at night time.

1623. (*Chairman.*) What do you do between 6 and 8 in the evening?—I am trying to do sums, I think.

1624. From 6 to 8?—Yes.

1625. You have that two hours to yourself—you try to work at your sums?—Yes.

1626. What time are your tools taken away?—About a quarter of an hour before 10.

1627. (*Mr. Merrick.*) Do you work simply to while away the time, or to make progress?—To try and learn something.

1628. (*Chairman.*) Do you find you learn much by yourself?—If I had someone to put sums down—I do not know how to do that.

1629. If you had a visit from the schoolmaster it would help you?—Yes.

1630. (*Mr. Merrick.*) Can you write a letter?—I cannot write very well.

1631. Have you written home to your friends?—No.

1632. If they sent a letter to you could you read it?—Yes.

1633. (*Hon. Mrs. Talbot.*) Would you like to have more books than you have?—I should like to get on with my reading better.

1634. (*Mr. Merrick.*) Have you a dictionary?—Yes.

1635. (*Major-General Sim.*) Are you London born or country?—Maidstone.

1636. (*Chairman.*) Have you ever been in prison before?—Here, last year: went out last June.

1637. What sentence did you get last year?—Six months.

1638. Did you learn much then?—I learned how to do simple multiplication.

1639. Did you remember that when you came in this time?—Yes.

1640. (*Mr. Merrick.*) Did you make use of it at all while you were out?—I was obliged to, to reckon up—I was working for the "Evening News."

1641. You found what you learned in prison enabled you to do that?—Yes.

A. B. (Male Prisoner).

A. B. (*Male Prisoner*) called and examined.

1642-3. (*Chairman.*) How long have you been in here?—Four months.

1644. What is your sentence?—Five months.

1645. Are you receiving education from the schoolmaster?—Yes.

1646. What amount of teaching do you get?—To do sums.

1647. About how much a week do you get?—Not so wonderful much.

1648. What—half an hour a week?—I had a little more than that. I try to practice every week.

1649. You teach yourself?—Yes.

1650. What time?—Between 6 and 8.

1651. You do not do any work then?—No.

1652. Do you do any labour between 6 and 8?—No, not till lately, until I had different work.

1653. What are you employed on now?—Fibre.

1654. How much time do you get to teach yourself?—No time now.

1655. It is only when you had different labour?—Yes.

1656. What standard are you in?—I never went to any school.

1657. What are you learning here?—Some sums and writing.

1658. What sums are you doing?—Addition, subtraction, and money sums.

1659. Do you make any use of this when you are outside?—Yes, I have to work.

1660. What do you work at?—Costering.

1661. You find the calculations useful to you?—Yes.

1662. (*Hon. Mrs. Talbot.*) Should you mind having some teaching during the hour and a half for dinner?—I would like to have teaching.

1663. How long does it take you to have your dinner—10 minutes?—About that.

1664. And you would like to have teaching after that?—Yes.

1665. (*Mr. Merrick.*) How have you kept up your reading?—I used to look at books or papers at shops.

1666. Can you write a letter?—I wrote the first one here.

1667. (*Major-General Sim.*) You are a London man?—Yes.

1668. How did you miss going to school?—My father used to have me work.

1669. Did the Board man try to catch you?—I had to work—I could earn more money at eight years old than I could now.

1670. (*Mr. Merrick.*) How old are you?—24.

A. B. (Male Prisoner),

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1671. You think what you learn in school has been of service to you?—Yes.

1672. When you say you would like to learn more—what do you mean?—To read more difficult books.

1673. Do you work at it every day when you have the opportunity?—When I have got a chance I sit down and do a little writing or reading.

1674. You like schooling?—Yes.

1675. (*Major-General Sim.*) Was your father a coster, too?—I only had a stepfather.

1676. (*Hon. Mrs. Talbot.*) Do you generally get more than one book in a week?—Only one.

1677. Do you read much on Sundays?—Yes.

1678. (*Mr. Merrick.*) What books do you like—what book would you choose—the "Popular Educator?—(*No reply.*)

1679. (*Major-General Sim.*) What book have you got now?—Some sort—I do not know what kind it is—it is called "Famous Men and Famous Deeds."

1680. (*Mr. Merrick.*) You like that book?—Yes.

1681. What would you prefer—do you know any book that you prefer?—It is the first book I have ever had since I have been here.

1682. (*Major-General Sim.*) Whereabouts did you do coster work?—Hackney—I generally used to work from Hackney to Highbury and Barnsbury.

B. C. (*Male Prisoner*) called and examined.

B. C. (Male Prisoner).

1683. (*Chairman.*) What is your name?—B. C.

1684. How old are you?—18.

1685. Are you having education here now?—No.

1686. How long are you in for?—Nine months.

1687. When did you come?—I have been here about two months—I cannot read and write, and I would like to.

1688. You have never been to school?—No.

1689. Are you not taught now by the schoolmaster?—He has not been round.

1690. Would you like to see him?—Yes.

1691. (*Major-General Sim.*) Are you a Londoner?—Yes.

1692. (*Mr. Merrick.*) What trade are you?—Wood chopper.

1693. How is it you were not sent to school?—I went to work,

1694. (*Major-General Sim.*) Did not your father and mother try to send you to school?—Yes.

1695. You played truant, I suppose?—Yes.

1696. (*Mr. Merrick.*) If you could read and write and do sums, what use would you make of it?—A lot of use.

1697. In what way?—If I could read I should get a job at a shop.

1698. You think you could do something better for yourself if you could read?—Yes.

1699. What do you say you do for your living?—Wood cutting.

1700. How do you know whether they pay you your right wages or not?—At wood chopping you get 4½*d.* a 100, and that runs to about 10*s.* a week.

1701. Supposing the master paid you 9*s.* 6*d.*, you would not know whether he cheated you or not?—No.

1702. You cannot read at all?—No.

W. F. (*Male Prisoner*) called and examined.

W. F. (Male Prisoner).

1703–4. (*Chairman.*) How long have you been here?—Eight months.

1705. What is your sentence?—12 months.

1706. What are you learning?—In the Second Standard.

1707. Read a little and write a little?—Yes.

1708. What sums are you doing now?—Subtraction.

1709. Do you find this education useful to you?—Yes.

1710. Do you like being taught?—Yes.

1711. How much do you get—how often does your schoolmaster see you?—He comes round about twice a week.

1712. At what times does he generally come?—In the afternoon at 3 o'clock.

1713. What are you employed at?—I have been on canvas.

1714. What do you do after 6 o'clock in the evening? Write on the slate.

1715. Do you teach yourself?—Yes.

1716. Between 6 and 8?—Yes.

1717. Have you ever been to school?—Yes.

1718. What standard did you pass at school?—I passed the first standard and the second.

1719. Did you find you had forgotten these?—Yes, I went off my head the last time I was in prison.

1720. (*Hon. Mrs. Talbot.*) Could you read the newspapers before you came into prison?—I could, a bit.

1721. (*Chairman.*) Would you like to be taught during the dinner hour?—Yes.

1722. Would you like the schoolmaster to visit you during the dinner hour?—Yes.

1723. How do you employ the time during the dinner hour?—Work all the time.

1724. (*Mr. Merrick.*) Why do you work all the time—could you not get through your work unless you did?—No.

1725. Can you write a letter?—I tried to write a letter last time.

1726. Did you write it?—A little of it.

1727. Could you read a letter?—Yes, I read the last letter my mother sent me.

1728. What standard in arithmetic are you?—Second.

1729. What kind of sums do you do?—Adding up.

1730. What trade are you?—Gardener.

1731. Do you think to be able to read and write and do sums would be helpful to you as a gardener?—Yes.

W. F. (Male Prisoner).

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1732. Have you ever made use of your reading, writing, and arithmetic in your work?—Yes.

1733. What books do you read?—Third Standard.

1734. Is there any particular kind of book that you like?—Yes.

1735. Would you like a story book, or a book like "Good Words" or "Leisure Hour"—which would you prefer?—Yes.

1736. (*Hon. Mrs. Talbot.*) Perhaps you would like a picture book best of all?—Yes.

G. C. (Male Prisoner).

G. C. (*Male Prisoner*) called and examined.

1737. (*Chairman.*) What is your sentence?—Twelve months.

1738. How long have you been here?—Six weeks.

1739. Is the schoolmaster teaching you now?—Yes.

1740. And you have only been here 6 weeks?—Yes.

1741. Can you read and write?—Yes.

1742. Have you ever been to school?—Yes.

1743. Board school?—Yes.

1744. What standard did you pass?—All of them.

1745. What are you doing in education?—Sums.

1746. What are you by trade?—A packer.

1747. What sort of sums can you do?—I have just started.

1748. Addition sums?—Yes.

1749. Do you find you have forgotten anything you learned at board school?—Yes.

1750. Did you keep up your knowledge?—No.

1751. Did not you require it as a packer?—Yes, I did.

1752. Did not you find it necessary to read and write?—Yes.

1753. How is it you did not keep it up if you found it necessary. You did not do sums, perhaps?—No, reading and writing.

1754. (*Mr. Merrick.*) What standard were you in when you left school?—Fourth.

1755. What sums did you do when you left school?—Addition and multiplying.

1756. You did not do the rule of three?—No.

1757. Did you do once such a sum as this—five loaves of bread at 2½*d.* each?—No.

1758. Nothing so difficult as that?—No.

1759. Could you do that now?—Yes.

1760. (*Major-General Sim.*) What do you do during the dinner hour when you have done your dinner?—Read.

1761. (*Mr. Merrick.*) Just now you said you passed all the standards—what did you mean?—The fourth.

1762. (*Hon. Mrs. Talbot.*) Can you sing at all?—No.

1763. Are you fond of music?—Yes.

1764. (*Mr. Merrick.*) How long were you at school altogether?—Four years.

1765. What age were you when you left school?—15.

1766. (*Major-General Sim.*) You did not go to school very young, then?—No.

1767. How did you miss going to school young?—I was at a school at Brentwood.

1768. (*Chairman.*) Have you ever been in before?—Yes.

1769. Since you left school?—Yes.

1770. Were you under education last time?—No.

1771. You were not taught at all last time?—No.

1772. What sentence had you?—Six months.

1773. Did the schoolmaster see you at all?—No.

1774. How long ago was that?—Last year.

1775. (*Mr. Merrick.*) Were you examined when you came in?—By the chaplain.

1776. Why were you not put down for school?—I could not say.

1777. Did he ask what standard you were when you left school?—No.

1778. He examined you?—Yes.

1779. (*Major-General Sim.*) How old are you now?—21.

1780. Were you sent from the North London?—Yes.

1781. (*Mr. Merrick.*) How long were you on remand before you were sent?—Three weeks.

1782. Do you like the books you have here to read?—Yes.

1783. Are they too difficult for you?—No.

1784. Would you like the "Leisure Hour" or Cassells' paper in preference to a story book?—Yes.

Warder W. T. Jewell.

Warder (acting as Schoolmaster) W. T. JEWELL recalled and examined.

1785. (*Chairman.*) We should like to ask you a few more questions about the other duties that you perform in addition to the schoolmaster's duties—will you just state now exactly what they are?—The distribution of devotional school and tract books on reception, each man receiving six books.

1786. (*Mr. Merrick.*) How long does that take?—20 minutes—the collection of all books before prisoners are discharged and examination of same.

1787. How long?—About 20 minutes—the distribution of library books and exchanging and examining about 700 of these books for the week and exchanging the moral instruction books once a fortnight.

1788. (*Chairman.*) Do not you think it would afford a good deal of relief to the schoolmaster if these devotional books and slate were made part of the cell furniture?—No, I do not think so, because the library and school books have to be collected, and we might as well collect all the books as part of them while we are about it.

1789. Whoever is in charge of the ward is responsible for the cell furniture?—Yes, but they are so frequently changed that it would be difficult to bring the responsibility home to anyone.

1790. Do you examine the devotional books every morning?—Yes, we distribute them in good condition, and we expect them to be delivered up the same, allowing for ordinary wear and tear.

1791. So you do not think that would be an advantageous change?—I do not.

1792. Have you any views about the wearing of uniform by the schoolmasters?—Yes, I have a great objection to the present uniform worn by the schoolmaster-warders.

1793. Why?—My opinion is that if a schoolmaster is required to wear a uniform, it should be a distinctive and superior one. If the schoolmaster's status was raised by giving him a better uniform to wear he would receive greater respect from those it is his duty to teach; his work would be easier and more effective. I think he should also have relief from the menial duties he is called upon to perform.

1794. What are those menial duties?—Relieving assistant warders, going round from cell to cell clearing refuse, and all that sort of thing.

1795. How often does that happen?—It does not happen often—once a fortnight in the hospital on Sunday.

1795*a*. Never in the week-day?—No, never.

1796. In the week you have no other duties but teaching to do?—Only teaching and other duties connected with the school department.

1797. Nothing else in the shape of discipline duties?—Nothing in the shape of discipline duties.

1798. Once a fortnight you do duty in the hospital?—Yes, I may say that this additional work is contrary to the terms of my appointment.

1799. I take it you were appointed a warder acting as schoolmaster?—Yes.

1800. Your duties are to teach, but you are liable to discipline duties?—No, I consider it is contrary to the spirit of that order altogether (*handing in copy of appointment*) to perform discipline duties.

1801. These instructions were sent specially to Coldbath Fields Prison in 1883?—Yes.

1802. These instructions do not affect your position here?—Yes, I consider they do; and my pay has been reduced since I left Coldbath Fields Prison. For the past five years I have been stopped 8*l.* a year, which means to me a loss of 40*l.*

1803. When were you first appointed to the prison service?—In 1882.

1804. By the Government?—Yes.

1805. Have you made any representation to the Commissioners?—Yes.

1806. I take it that they have considered the whole matter?—Yes; but they allowed me to retain my appointed scale of pay until I came here five years ago.

1807. I should like to know now if there are any other duties which you think you should not be called upon to perform?—No, but I think I should have shorter hours, because in the instructions they are laid down at six hours a day.

1808. What time do you come on?—I come on duty at 7 o'clock.

1809. Was that so at Coldbath Fields?—No; my hours there were from 9 to 5.

1810. (*Major-General Sim.*) You leave at——?—5.30.

1811. (*Chairman.*) Who laid it down that you should come on at 7?—The governors of Millbank Prison. In fact, I should have had to come on at 6 if it were not for the intervention of Mr. Merrick.

1812. You go off every Saturday?—Yes, as soon as the work is done, sometimes it is 3 or 4 o'clock.

1813. (*Mr. Merrick.*) You said just now that you were engaged in distributing and collecting no less than 700 books in the course of the week, how many books could you distribute in the course of an hour?—Those 700 books are divided between three schoolmasters, so I deal with only one-third of that number.

1814. How many prisoners could you supply with books in an hour?—I was asked that question on Friday and I said 40, with the assistance of two orderlies I can do 40, but alone I could not do more than 25.

Warder W. T. Jewell.

2 Mar. 1896.

1815. (*Mr. Merrick.*) What are your other duties with reference to letters?—That work is divided, I take the incoming letters.

1816. How long does it take you?—Three-quarters of an hour in the morning and about half an hour after dinner.

1817. How much time do you spend in distributing the books every day taking it as an average?—We change them on two days in the week, Wednesday and Thursday.

1818. How many hours do you spend there?—Practically the whole of the two days, including writing letters and petitions.

1819. That is practically a loss of three hours in your schooling through distributing books and registering letters?—Yes.

1820. When you suggested just now that the schoolmasters status might be improved, what do you mean by that, the status?—Raising my position, or standing.

1821. You associate it also with the uniform?—Yes, I should like a superior uniform, it would raise my status. I consider I should be more useful—the scholars would be more attentive to their lessons in consequence, and the teaching would be more effective.

1822. (*Chairman.*) You do not think you should belong to the discipline staff at all?—I do not. I did not belong to the discipline staff for the first three years, and I felt it very hard to go back to it after having been relieved. The senior schoolmaster here gets shorter hours, 9 to 5.30; but his hours are longer now than the hours laid down for schoolmasters.

1823. He is a certificated schoolmaster?—I do not know if he is.

1824. He does not wear uniform?—No. I think it is very unfair that I should have to come on duty at 7. Our duties are precisely the same.

1825. Does he help to distribute the books?—Yes.

1826. (*Mr. Merrick.*) One takes charge of one hall and one of another?—Yes.

1827. The same material to be worked on, and the same work to do?—Yes.

1828. (*Hon. Mrs. Talbot—referring to prisoners whose evidence is given above.*) Were those extra dull or extra bright?—They were about the average. I took them as they came. They were not picked out for the occasion.

M. H. (*Female Prisoner*) called and examined.

M. H. (Female Prisoner).

1829-30. (*Chairman.*) How long have you been here?—Six months.

1831. Are you receiving instruction from the schoolmistress?—Yes.

1832. What is she teaching you?—Reading and writing.

1833. Are you doing sums?—I am learning addition.

1834. Have you ever been to school?—Never.

1835. Did you know anything when you came in here?—No.

1836. Ever been in before?—No.

1837. Can you read a letter or an ordinary book?—I am getting on very well to what I was.

1838. How was it that you escaped school?—I do not know.

1839. Do you belong to London?—Yes.

1840. (*Hon. Mrs. Talbot.*) Did you run away from school?—I do not know.

1841. (*Mr. Merrick.*) Were you sent to school by your mother?—No.

1842. Do you think you get enough teaching, or do you think you would get on better if you had a little more?—I should like to have a little more.

1843. You get it about twice a week?—Once a week.

1844. How long?—10 minutes.

1845. (*Mr. Merrick.*) What do you work at?—Rag sorting.

1846. What do you do here?—Oakum.

1847. (*Hon. Mrs. Talbot.*) Do you work after 6 o'clock?—Yes.

1848. (*Chairman.*) You cannot finish your work by 6?—No.

1849. What do you do during the dinner hour?—Work the same.

1850. Do you find the work takes you up to 8 o'clock in the evening?—Yes.

1851. (*Hon. Mrs. Talbot.*) What time do you have your teaching?—Sometimes she comes just before dinner.

1852. (*Mr. Merrick.*) Are you married?—No.

1853. You live with your mother and father?—Yes.

1854. Can you read a letter?—No.

1855. Would you like to read and write?—Yes.

1856. (*Chairman.*) You have letters from your mother?—Yes; I had one.

1857. You could not read it?—Yes.

1858. Could you have done that when you first came in?—No; nothing when I first came in.

1859. (*Mr. Merrick.*) Can you understand it when you have read it?—Yes.

1860. (*Chairman.*) Have you written an answer to it?—No, not yet. I expect to do it one day this week.

1861. Would you like to be taught during the dinner hour?—I would not care if I was taught all day.

1862. You like to be taught?—Yes.

1863. How long have you been under the instruction of the schoolmistress here?—Five months.

1864. You are in the First Standard now?—Yes.

1865. (*Major-General Sim.*) Have you been in here before?—No.

1866. (*Mr. Merrick.*) How old are you?—I was 18 just before Christmas.

M. H. (Female Prisoner).

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1867. What age were you when you went to work first?—15.

1868. Did not you go to school before 15?—No.

1869. Did not your mother send you?—No.

1870. What did you do at home?—Rag-sorting.

1871. What age were you when you commenced rag-sorting?—15.

1872. (*Chairman*). You cannot say how it was you never went to school?—No.

1873. (*Major-General Sim.*) Are you a London girl?—Yes.

K. T. (Female Prisoner).

K. T. (*Female Prisoner*) called and examined.

1874. (*Chairman.*) How long have you been in prison?—Nine months.

1875. Are you receiving instruction from the schoolmistress?—Yes.

1876. What standard are you in?—I could not do anything when I came here; I can read and write now.

1877. You could not when you came in?—No; not at all.

1878. Do you belong to London?—Yes.

1879. What part of London?—City.

1880. How was it you never went to school?—I was married before I was 15, only I put down I was older.

1881. Have you ever been in prison before?—Yes.

1882. Were you taught then?—No.

1883. Can you read and write now?—I can understand for myself.

1884. Can you understand what you read?—I can read a book.

1885. Can you write a letter?—I could to my friends.

1886. Can you do sums?—Yes.

1887. Are you glad to be taught here?—Yes.

1888. Do you think it will be useful to you?—Yes.

1889. What do you do when you are outside?—Buying and selling.

1890. Do you think it will be useful to you to read and write and do sums?—Yes.

1891. What do you mean by buying and selling?—In the market place—buying goods and selling.

1892. (*Mr. Merrick.*) What market?—Petticoat Lane.

1893. Were you able to do that?—Yes.

1894. You knew enough arithmetic to be able to do that?—Yes.

1895. You knew whether you were being cheated or not?—Yes.

1896. What did you sell in the market?—Clothes.

1897. Well, what would five jackets come to at 1s. 6d. each?—(*After slight pause.*) Seven and sixpence.

1898. It is reading and writing you would like to do?—Yes.

1899. Should you like to be taught during the dinner hour?—Yes.

1900. What work do you do here?—Cleaning the yard.

1901. Had you any schooling before?—A little schooling.

1902. How long?—Ten minutes.

1903. She could teach you enough in 10 minutes for you to practice by yourself?—I get on myself a good deal.

1904. (*Chairman.*) What do you do after 6 o'clock in the evening?—Sit down and try to read, but you cannot see with the light, it is not sufficient.

1905. (*Mr. Merrick.*) Is your husband alive?—Yes.

1906. Any children?—Two.

1907. (*Hon. Mrs. Talbot.*) You are taught in the cell, of course?—Yes.

SEVENTH DAY.

Home Office, Friday, 6th March 1896.

PRESENT:

R. S. MITFORD, ESQ. (*Chairman*).

Hon. Mrs. E. S. TALBOT.
Major-General C. A. SIM.
Rev. G. P. MERRICK.
Captain C. EARDLEY-WILMOT (*Secretary*).

Warder (acting as Schoolmaster) T. OAKLEY called and examined.

Warder T. Oakley.

6 Mar. 1896.

1908. (*Chairman.*) You are schoolmaster warder at Preston prison?—I am.

1909. What prison service have you had?—15 years next August.

1910. How long have you been schoolmaster?—10½ years.

1910*a*. All at Preston?—Yes.

1911. As schoolmaster?—As schoolmaster warder.

1912. What are your hours of duty?—6 to 6.

1913. What time do you actually spend in teaching?—I spend about 4½ hours.

1914. During what period of the day—what is the actual time?—From about 9.30 to 11.30, and from 2 to 3.

1915. How many prisoners do you have for education at your prison?—Throughout the year about 25.

1916. And do you visit these prisoners in their cells?—I do.

1917. Is the teaching entirely cellular?—Yes.

1918. No class teaching?—None whatever.

1919. You visit these prisoners in their cells whilst they are doing their ordinary labour?—Yes.

1920. How often a week does the same prisoner get instructions from you?—Twice a week.

1921. Do you consider the amount of education sufficient?—I do not.

1922. You think more time should be given?—More time should be given—the prisoners are very grateful for the time already given.

1923. Can you suggest any means of procuring more time for it?—I don't think I can.

1924. Do you think the dinner hour could be utilised?—The duty from six to six is quite long enough.

1925. Supposing special arrangements were made about your hours of duty, do you think that the dinner hour could be made use of with advantage?—It would

be a slight advantage, but it would be very little—it is only about an hour and a quarter—perhaps a prisoner may be very interested in his teaching, and I give a little extra time to them.

1926. Do you examine the prisoners to test their progress?—The chaplain examines them on admission and discharge, and quarterly.

1927. The examinations are held by the chaplain himself?—Yes.

1928. Do you do any discipline duties?—I do.

1929. What are they?—I attend discipline officers' duty twice a week, and in many cases I am called away from scholastic work.

1930. You do not do any clerical work?—I do—my time is employed in clerical work from 6 to 7.45—I prepare a list of discharges of male and female prisoners, enter up the same in the character book.

1931. That you do for the chaplain?—Yes, and I also make out a list of discharges for the medical officer.

1932. You are doing the clerical work in the prison?—I am.

1933. You are acting as clerk?—I assist in the clerical work.

1934. After you have finished that in the morning you go on with teaching?—I attend to several matters and then I go on with the teaching.

1935. From 9.30 to 11.30?—Yes.

1936. Will you go on to describe your work?—I attend then applications to the governor for writing letters; I write all such letters from prisoners who cannot write themselves; I distribute letters to prisoners on trial.

1937. Is that part of the schoolmaster's duty?—I do it.

1938. That is the governor's arrangement?—Yes.

1939. Do you have the writing of petitions?—I do; I write all petitions for those who cannot write themselves.

1940. The prisoners that can write do their own?—They do them themselves.

1941. Is it any part of your duty to distribute incoming letters to prisoners?—It is my duty to do so, and collect the same.

1942. Collecting the outgoing?—Yes.

1943. At 2 o'clock you commence teaching again till 3?—Yes, I distribute religious books, and in some cases I am retained for reception duty.

1944. Is that in heavy pressure?—Yes.

1945. You are detained to assist the reception officer?—Yes.

1946. How often does that happen?—About twice a week.

1947. At what time?—A quarter to four—from then till six.

1948-9. About twice a week?—Yes.

1950. You relieve the reception officer on Saturday afternoon?—Yes.

1951. Do you take your turn of evening duty?—I do.

1952. Do you take any share in the duties after six o'clock?—I do.

1953. The same as the ordinary officers?—Yes.

1954. And you take your turn at evening duty?—Yes.

1955. Do you take your turn at sleeping in?—I do.

1956. How often?—About three times a fortnight.

1957. And how often do you take evening duty?—The same; on Sunday last I went on duty at 7.0 a.m., and remained on duty till 6 o'clock on Monday evening.

1958. Yes, but you are asleep on that night, you are never called up?—In case of sickness I am liable to be called up.

1959. How often have you actually been called up, once a year?—Not once a year.

1960. So, in fact, you are sleeping soundly all night?—Yes.

1961. Do you think that your other duties unduly interfere with your teaching?—To some extent.

1962. Have you any views about wearing uniform?—I think that prisoners would treat us with more respect if we had a distinctive uniform.

1963. Do you think that you should cease to be discipline officers?—I think so, it would benefit an officer of my rank, and we should have more respect from the prisoners than we have, they would pay more attention to us. In the ordinary performance of my work, I have to report a prisoner for misconduct, and perhaps in a few hours I have to go and teach him, and so it clashes.

1964. Supposing you were not a discipline officer, and you had occasion to report a man whilst you were teaching him, you would be compelled to call a discipline officer?—I would rather not have to report him but the prisoner would not be aware of it. I should be more isolated from him for the time being.

1965. Have you a good supply of books?—Yes, very good supply of books.

1966. When are they distributed?—We distribute the books on Thursday afternoon between the hours of 2 and 4.

1967. Do you do that yourself?—Yes.

1968. Do you have an orderly to assist you?—I have a bookbinder.

1969. (*Major-General Sim.*) How do you manage to do it between two and four if you are teaching?—That day I do not do it. Then on the day that I go on evening duty I go off duty at four o'clock. Then there is the distribution of the prisoners' ordinary library books, which takes up part of the other afternoon.

1970. (*Chairman.*) We may take it that every prisoner eligible for instruction gets a quarter of an hour twice a week?—Not every prisoner—it depends upon the degree of his education—some prisoners are better educated than others, and I curtail their time to give it to the man who is totally ignorant.

1971. Every prisoner eligible for instruction actually gets it?—He does.

1971a. Do you think the standard of education is sufficient?—Not quite, a more advanced standard would be found very beneficial.

1972. (*Mr. Merrick.*) What do you mean by that?—As far as arithmetic is concerned, and a higher class of reading books.

1973. Do you mean up to the 4th standard or 5th?—Up to the 5th standard.

1974. (*Chairman.*) You think they should be taught up to the 5th standard?—Yes.

1975. Do you find prisoners appreciate instruction?—Very much indeed.

1976. (*Hon. Mrs. Talbot.*) Do you like class teaching or cellular?—Cellular teaching.

1977. Have you tried any class teaching?—Not much. I have on certain occasions: in having prisoners in class some are liable to ridicule others, and they are also liable to talk.

1978. (*Chairman.*) You know that the rule in education is that the prisoners in Class I. should be taught in class?—That is so, but I have been obliged to take them in the end of the corridor because there was no room.

1979. How was that discontinued?—I cannot say.

1980. (*Major-General Sim.*) How wide is your corridor?—A little wider than this room.

1981. Twenty feet?—Yes.

1982. (*Hon. Mrs. Talbot.*) You could hardly have that fitted up with blackboard?—No, I could only do the reading.

1983. (*Chairman.*) Do you know whether any objections were found to the teaching of prisoners in class?—I do not know that any objections were found or any reasons given why it should be discontinued.

1984. Why was it given up; can you say?—We have no classroom to carry it out.

1985. Am I to take it that it was found objectionable to have a class in the ward?—I think so.

1986. (*Major-General Sim.*) It would rather lighten your duties to a certain extent. You must have rather hard work in giving them all 15 minutes twice a week; you cannot do it in the time. A certain amount of this class reading would shorten your time?—That is so; one works with another.

Warder T. Oakley.

6 Mar. 1896.

1987. (*Hon. Mrs. Talbot.*) Do you think it would be an advantage to the prisoners if they had lectures?—Yes, it would.

1988. (*Major-General Sim.*) When you taught them in the corridor how did you arrange; did you bring some forms out?—I did not bring any forms out; I stood them in a circle of about five or eight prisoners.

1989. How far off would it take for a prisoner not to talk with another—what span ought to be kept?—Four paces; in all cases we cannot keep them that distance apart.

1990. (*Hon. Mrs. Talbot.*) In spite of that, you would be in favour of some class teaching?—So far as lectures are concerned, I would agree with it.

1991. (*Major-General Sim.*) It would lighten your labour considerably?—It would if I could get them together it would lighten my labours considerably, and give me more time.

1992. (*Hon. Mrs. Talbot.*) Have you ever been able to detect any moral improvement in prisoners owing to their learning?—Yes, I find that prisoners are very anxious to learn, and thankful for what instructions I have been able to give them. If they should happen to fall again two or three years after, they have always even then thanked the schoolmaster, and wished they had followed out his instructions when they were at liberty.

1993. Do you think it is worth while teaching them when they have quite grown up?—Thirty is quite old enough—30 to 35—some have no capacity at all for learning—those are the class of prisoners who take the greatest portion of my time.

1994. Have you often been asked to teach those who are over 40?—No, I have never been asked.

1995. (*Chairman.*) A great deal of your time is taken up in carrying about the devotional books—bible, prayer book, and slate—would not it afford you some relief in that respect if these books and the slate were always left in the cell and considered part of the cell equipment, so that the discipline officer would be responsible for them?—It would.

1996. Do you see any difficulty about it?—I see a great difficulty, unless a part of the prison is left for Roman Catholics; but the slate itself would be a great assistance.

1997. The slate alone?—Yes.

1998. (*Mr. Merrick.*) Would you kindly tell me what you did on Monday, how many hours you gave to instruction pure and simple?—I gave two hours.

1999. Then on Tuesday?—I gave four hours.

2000. To instruction?—Yes.

2001. Not distributing books or writing letters?—I gave four hours to my scholastic work, including the admissions and discharges.

2002 But how long did you give to instruction?—Two and a half hours.

2003. Wednesday?—Two hours.

2004. Thursday?—About 1¾ hours.

2005. Friday?—Two hours.

2006. Saturday?—I gave an hour.

2007. Did you say on Tuesday you gave 2½ hours or four hours?—Two and a half hours.

2008. In other words you have given instruction pure and simple for 11¼ hours in the week. If you take three scholars in an hour, that would imply that you have taught about 34 scholars in the course of the week, and I see you have to give 68 lessons, so that would mean that 18 do not receive that full instruction to which they are entitled?—Perhaps the week before I might have given them a short extra time.

2009. Have you ever done that?—Yes, when I have taken an interest in the prisoner I have done so.

2010. Do I gather from what you said just now that you had not very much experience in teaching prisoners in association?—No, I have not.

2011. That which you mentioned as a probable fault, in connexion with teaching in association is not a thing that you have actually experienced but a thing that you fear?—I have experienced it, I tried it for about 12 months, I found that they laughed at each other.

2012. When you say that you filled up the prisoners' character book, what book is that?—That is the prisoners' character book where the prisoners' register number, his name, and sentence are entered, and then there are the character marks which are entered by the chaplain on his visit.

2013. What is that to do with you?—Those are my instructions.

2014. What duties do you do on Sundays?—Discipline officer's duties, charge of the ward.

2015. Do you go over the books?—Yes.

2016. Change them every week?—Yes.

2017. You give the prisoner a chance of choosing sometimes?—Yes.

2018. What do you do with boys waiting trial?—We give them a book and pencil in the ordinary way.

2019. You do not teach them?—No.

2020. Do you keep a diary or anything of that kind of your work?—I have commenced to keep one recently.

2021. So that if anybody wished to see it, they could see what you did on a particular day?—Yes.

2022. Do you submit that to the governor or chaplain?—It is for my own information.

2023. What tests do you give in arithmetic?—We go to compound addition and subtraction—that is the limit.

2024. You do not go to multiplication of money?—No.

2025. Would you not ask a man—five spades at 2*s.* 6*d.* each?—We do not go into multiplication.

2026. Do you think that your scholars make progress to the extent of our standard, in six months?—Yes, in some department—some may make progress in writing, and some in reading.

2027. You would not raise them a standard in three months?—No.

2028. (*Major-General Sim.*) Which do they advance the most in, viz.: in reading, writing, or arithmetic?—Generally reading.

2029. (*Mr. Merrick.*) Do you find they make much use of the instruction after they gain their release?—I lose sight of them.

2030. (*Chairman.*) Do you teach convicted juveniles in class?—No.

2031. You know the rule that they shall be taught in class one hour daily?—That is so, but it is not done in our prison.

2032 For the same reason as you told us before?—Yes; but still they get their hour. I don't think I have had above two or three in a year.

2033. I understand that you are in favour of lectures on moral subjects?—I am.

2034. Who would you propose to give such lecture?—I should propose the chaplain.

2035. Would you consider yourself capable of giving them a lecture on some simple subject?—I consider myself capable to a certain extent.

2036. Is there any place at your prison that could be used for the purpose of a lecture?—There is a room that could be given up for that purpose.

2037. (*Mr. Merrick.*) Where are your books placed?—They are placed in a dark recess that comes under one of the staircases where a light has to be burned all day.

2038. Any person passing by could have access to the books?—No, I have a key to it—those are the books for actual distribution.

2039. (*Chairman.*) Are there any suggestions which you would wish to make to the Committee?—I think in the performance of my duties I am much interfered with from the discipline side. I am often taken off my scholastic work and have to leave it and do discipline work.

2040. (*Major-General Sim.*) Amongst those that you instruct do you think that most of them have been to school at all?—Yes, all of them, more or less, those that are totally ignorant are well up in years—39—on the point of not coming under instruction.

2041. Those have not been to school?—No.

2042. Most of those that you have under instruction have been to school some time or other?—Yes, I think that if the schoolmaster were exempted from evening duty that he would be in a better mood to perform his day's work—I mean after six.

Warder (acting as Schoolmistress) Miss J. EVES called and examined.

Warder Miss J. Eves.

6 Mar. 1896.

2043. (*Major-General Sim.*) Miss Eves, you are wardress and acting schoolmistress at Leeds?—Yes.

2044. You have had a good deal of experience there?—Three years last October as schoolmistress.

2045. How many hours a week are you able to give to teaching?—The afternoon I give.

2046. Only the afternoon?—Yes.

2047. About how many hours does that give to you in the week?—Between 2 and 4 o'clock, sometimes between 2 and 5.

2048. Do you think that the prisoners appreciate it?—Not all of them.

2049. How many have you got under instruction?—Nineteen.

2050. Do you think that you give them the 15 minutes twice a week?—Yes.

2051. And you teach them all by cellular instruction?—Yes.

2052. Any teaching in class?—No.

2053. (*Chairman.*) Do you perform any discipline duties?—Yes, I act as senior officer.

2054. On occasion?—Yes.

2055. Does that often happen?—I always take senior duty when the matron is away.

2056. Do you do any discipline duties as a regular thing?—I attend on the doctor.

2057. Do you consider any discipline duties that you do interfere with your time for teaching?—No, they do not. The matron would see to them if I had any schooling to attend to.

2058. Have you a good supply of books?—We could do with some arithmetics.

2059. Have you demanded them?—I spoke to the chaplain, but he thought the small books could be placed inside them. By the small books, I mean books with the multiplication and other tables in.

2060. How often are the library books changed?—Every Saturday.

2061. (*Major-General Sim.*) Is that often enough?—For the convicted prisoners.

2062. (*Chairman.*) Would you give a convicted prisoner another book if she wished it before the change day?—Yes.

2063. Do you find that the women appreciate the instruction given to them?—Some of them do; others say what is the good of their learning?

2064. Those would mostly be the older prisoners?—Yes.

2065. But take the younger ones who like to learn do you think they look upon it as a privilege?—Yes.

2066. (*Major-General Sim.*) Have any of them escaped schooling before they came to prison?—Yes.

2067. Not gone to school at all?—No.

2068. (*Chairman.*) Do you ever get prisoners absolutely illiterate?—Yes.

2069. Many?—I think there are four.

2070. Are they the older ones?—Yes, between 30 and 40.

2071. (*Major-General Sim.*) I suppose they know enough to do a little adding up in their own trade?—They could not add eight and eight.

2072. We had a case the other day where, although a woman could do nothing on a slate, yet she could tell what so many jackets came to at 1*s.* 6*d.* each?—Yes, but some of them cannot do that—they have to put the strokes down and then count.

2073. (*Chairman.*) Do you think the education is sufficient up to the 3rd standard?—I think so; if they want to advance further of course they have books lent them.

2074. If they knew the 4th or 5th standards they would teach themselves?—Yes.

2075. (*Major-General Sim.*) What sort of books do they take out of their own choice?—Mostly story books.

2076. (*Hon. Mr. Talbot.*) Have they ever asked for any other sort of books besides story books?—Very seldom.

2077. I suppose you very seldom get an educated woman?—Yes.

2078. (*Chairman.*) You think, as a rule, the women show less disposition to learn than men would?—I think so. Of course there are exceptions.

2079. (*Hon. Mrs. Talbot.*) Some of them are rather sharp?—Some of them, but most of them are very dull.

2080. Are the bulk of your women in for drinking?—Yes.

2081. Of a low class?—Yes.

2082. Irish women?—Yes.

2083. Are they more disinclined to learn?—I think so.

2084. But they have all been to school?—Not all of them; some have not been at all.

2085. They are taught entirely in cells?—They go down to the school. The schoolroom is really a cell.

2086. You never have classes?—I have had. I thought it did not act so well. Of course the other takes longer time.

2087. (*Major General Sim.*) You do not have much difficulty about the time?—No, I do not.

2088. What would they be doing if they were not under instruction?—In the washhouse and picking oakum, also in the various work of the prison.

2089. (*Hon. Mrs Talbot.*) They do not cook at all?—No, the men do the cooking.

2090. (*Chairman.*) You do teach them during the hours of labour?—Yes.

2091. Why are the prisoners brought down to the schoolroom instead of being visited in their cells?—I did that because I thought it would be better than visiting them in their cells.

2092-3. Do you examine the prisoners, or is that done by the chaplain?—By the chaplain.

2094. Is a quarterly examination held?—He sees them when they come in and go out.

2095. Is there any means of testing the progress of the prisoners?—Yes, the chaplain was testing them and trying the multiplication table.

2096. Might not a prisoner be kept in a standard long after she was qualified for the next standard?—I do not know—if I find that she can read I give her another book.

2097. Do you keep any book of your own?—Yes, just as the prisoners come I put down.

2098. No book of your own?—No.

2099. (*Hon. Mrs. Talbot.*) Do you think anything else beyond teaching might have a good influence on the women, if they were taught something technical or gardening, or something of that sort?—I do not, as far as our women are concerned, they are such rough women.

2100. (*Major-General Sim.*) Have you seen them in many times?—Yes, they repeatedly come back again, the same prisoners again and again.

2101. (*Hon. Mrs. Talbot.*) Is there any choir practice?—No.

2102. No singing?—Singing during service.

2103. (*Mr. Merrick.*) What kind of sums do you give to the women?—We commence with addition, and go as far as weights and measures, and a few problems.

2104. What kind of problems?—The multiplication problems and division problems.

2105. Multiplication of money and division of money—you go as far as that?—Yes.

2106. What are your duties on Sundays?—I act as matron.

2107. When you are not engaged in tuition in the course of the week—what do you do then?—I get the books ready for the chaplain and for the doctor.

2108. You draw those up for him, do you?—Yes, and attend to the sick, if there are any.

2109. You go with the doctor?—Yes.

2110. And with the chaplain, too, I suppose?—Yes.

2111. (*Chairman.*) You make up the list?—Yes.

Warder Miss J. Eves.

6 Mar. 1896.

2112. (*Mr. Merrick.*) You attend both the doctor and the chaplain?—Yes.

2113. What else?—I generally watch the exercise, and write letters.

2114. You take charge of the letters?—Yes.

2115. You take charge of the books?—Yes.

2116. Do you do any evening duty?—Yes.

2117. And Sundays when you are in—what do you do?—I attend chapel with the prisoners.

2118. Are such books as "Leisure Hour" and "Good Words" popular with the women?—Yes, and the "Quiver" especially.

2119. Do you think you get up a standard in the course of six months?—Yes, it is generally one standard, but not often more.

2120. When do you teach your laundry women?—I take them during the day.

2121. Take them out of the laundry to be instructed?—Yes.

2122. (*Chairman.*) You also, I presume, have to see the illiterate prisoners to write their letters?—Yes.

2123. Do you think on the whole that the present educational system is satisfactory?—I think if the quarter-of-an-hour were made into half-an-hour, it would be better.

2124. You are satisfied with the results?—I think if there were a little longer time it would be better.

2125. (*Mr. Merrick.*) Do you think that every prisoner who is eligible for instruction receives the time of the two lessons weekly?—Yes, I manage that without difficulty.

2126. (*Hon. Mrs. Talbot.*) Are there any lady visitors at Leeds?—No.

2127. Should you be glad to have one?—Yes, I think perhaps that might do.

2128. Or a scripture reader on Sundays?—It might do them good.

2129. (*Mr Merrick.*) Do your women go to chapel twice on Sundays?—Yes.

2130. And once every day?—Yes.

2131. Supposing the devotional books and the slate were placed under the control of the wardress instead of the schoolmistress, do you think that it would be a desirable change to make them part of the cell furniture?—It might be in the larger prisons, it might be better I think.

2132. Why?—Because the schoolmistress seems to have such a deal to do in some of these large prisons, but our prison, of course, is not so large—I have plenty of time.

2133. Do you think that the position of the schoolmistress would be improved by her wearing special uniform?—Perhaps it would, they might respect her more.

2134. You think that would be better than having no uniform at all?—I think it would be better if they had a uniform.

2135. A distinctive one?—Yes, I think so.

2136. (*Chairman.*) Of course a distinctive uniform would imply that the schoolmistress was not a discipline officer at all; do you think there would be an advantage in that?—I do not know, I am sure. I like the discipline duties as a change.

2137. I take it you are contented; no grievances of any kind?—Yes.

2138. (*Major-General Sim.*) Are they ever violent?—No, not when I go to instruct them.

2139. (*Chairman.*) Your practical suggestion is that more time should be given?—Yes, and that those who are in for three months should be taught when they are willing to learn.

2140. You think that would be an advantage?—Yes.

2141. Would you begin their education as soon as they are past the first stage?—Yes, I think so.

2142. Would you prefer that this should be looked up to as a privilege to be obtained or as a necessary part and parcel of the prison system?—No, I think as a privilege.

2143. You think that the three months' women should be taught?—Yes.

2144. Would that add very much to your duties?—No.

2145. Have you a large number of three months' women?—We had about 12, but of course they would not be all eligible at the same time.

2146. (*Mr. Merrick.*) What is your number of prisoners?—130.

2147. You have 19 under instruction, that means about one-sixth?—Yes.

2148. So that you would have about two more and bring it up to 21?—Yes. The chaplain suggested that I might say if they had more dictionaries it would be an advantage—to learn the meaning of words.

2149. (*Hon. Mrs. Talbot.*) Do you think they would object to be taught in the dinner hour?—I do not think they would like that.

2150. They like to have it for rest?—Yes.

2150*a*. You think they might object even to a short quarter of an hour's teaching?—Yes.

2151. (*Major-General Sim.*) What do they do when they have finished their dinner?—Some of them read, some of them knit, some of them do nothing.

2152. (*Mr. Merrick.*) The knitting would be part of their discipline work?—Yes.

2153. (*Chairman.*) Does the chaplain ever visit during the dinner hour?—No, never; he has not visited once since I have been there in the dinner hour.

2154. (*Mr. Merrick.*) Do you keep a register?—No, the chaplain does.

2155. You are present with him when he examines them?—Yes.

2156. And he enters them?—Yes, he enters in his book and gives it to me.

Warder Miss E. Brodie.

Warder (acting as Schoolmistress) Miss E. Brodie called and examined.

2157. (*Chairman.*) Miss Brodie, you are schoolmistress at Maidstone?—Yes.

2158. How many years' service have you had?—16.

2159. At what prisons have you been?—First at Shepton Mallet in Somersetshire, then in London at Old Westminster, and the remainder of the time at Maidstone.

2160. How long have you been a discipline officer?—16 years, for 10 of which I have acted as schoolmistress.

2161. Do you think that the present system of education is satisfactory?—In some respects.

2162. Could you say in what it is deficient?—I think that mixing up the discipline duties with the scholastic duties is very bad.

2163. Will you tell the Committee what discipline duties you perform in addition to your scholastic duties?—I have care of the hospital and reception work, and also assist in the main part of the building.

2164. Are you reception wardress as well as schoolmistress?—I am.

2165. You do not often have prisoners in hospital?—No.

2166. At what time in the morning do you begin your teaching?—About 11.

2167. And goes on till?—Dinner time, 12.

2168. Between 11 and 12?—Yes.

2169. In the afternoon?—From about 2 o'clock until 3.30 is the best time for teaching in the afternoon, after that we very frequently get admissions.

2170. Is there no officer who could perform those duties whilst you were teaching?—It would be rather awkward, it would be taking them away from their work as well as myself.

2171. How many women have you as a rule for education?—At present four.

2172. Only four?—Four at present.

2173. (*Hon. Mrs. Talbot.*) Is that the average?—I think that is about the average.

2174. (*Chairman.*) The daily average for three years is two, do each of these four women get a quarter of an hour twice a week?—Yes.

2175. They each get that?—Yes.

2176. Do you think that is sufficient?—I do not think it is sufficient sometimes.

2177. Do you think the dinner hour might be made use of?—No, I do not think we could do that.

2178. Why not?—I do not think we could use the dinner hour because we have no means of changing duty. I am on duty really in the dinner hour. We only have our dinner from 12.15 to 1.25, and we are all on duty, we have to answer any bells.

2179. But supposing arrangements could be made, do you think the prisoners would object to being visited in their cells?—I think they would.

2180. Does the chaplain never do so?—No, he has not done so.

2181. Do you also take your turn at evening duty?—Yes, I am on every other evening, three times a week.

2182. You live in the prison?—Yes.

2183. (*Hon. Mrs. Talbot.*) Do the women themselves ever ask for more instruction?—No, they have never asked for more.

2184. (*Chairman.*) Do you think your results are satisfactory?—Yes.

2185. Do you examine the prisoners?—The chaplain examines them.

2186. On reception, and on discharge?—Yes.

2187. Any quarterly examination?—He examines them every quarter.

2188. The results are put down in the register, do you keep that?—No, the chaplain keeps that himself.

2189. Do you think that the education given is sufficient, that the third standard is enough?—Yes, I think so.

2190. How long do you find it takes to get a prisoner up a standard?—About three months.

2191. (*Major-General Sim.*) Do many come to you quite illiterate?—Yes, we have a great number.

2192. Probably never been to school?—Yes, very frequently we have.

2193. (*Chairman.*) You take these from Chatham?—Yes.

2194. A low class?—Very low, indeed.

2195. They would not come under education at all?—No.

2196. Do you think that the prisoners generally appreciate the education?—I think they do.

2197. Do you think it might be extended to prisoners of three months?—I think it would be a very good thing—we very frequently get young girls in who are doing three months' sentences.

2198. Do you ever get young girls who have never been to school?—They sometimes say they have never been to school although they have—but what their object was in telling us that, of course, we do not know.

2199. Have you a good supply of books for the prisoners?—Yes, very good.

2200. (*Mr. Merrick.*) How far do you take your scholars in arithmetic?—To division of money.

2201. And multiplication of money?—Yes.

2202. Would you ask them questions, such as five loaves at 4½*d.*?—Yes, we do very frequently.

2203. Do you keep a diary of your work?—No, I do not. I keep a register of names.

2204. And the chaplain keeps the register?—Yes.

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2205. It has been proposed that the devotional books and the slate should be considered a part of the cell furniture, and placed under the control of the officer of the ward, rather than under the schoolmaster and schoolmistress. Do you approve of that?—No, I do not. I very much prefer giving the books out to each prisoner.

2206. Why?—I think they would take more care of them. If they were left in the cell they would not appreciate them so much.

2207. Do you take out the fly leaves?—Yes, they are mostly taken out before they come to me.

2208. What class of book is preferred by the prisoners—"Quiver" or "Leisure Hour"?—Yes, they are very fond of those; we have a good many of those.

2209. Do you think the age limit should be extended from 35 to 40?—We do instruct them up to 40.

2210. Do you think women learn much after they are 30?—No.

2211. Would you lower the standard?—I do not think they learn much after 40.

2212. You would not alter the age?—No.

2213. What are your duties on Sundays?—Simply attending Chapel, and if there are any admissions I have to see to those.

2214. (*Chairman.*) You get alternate Saturday and Sunday off with the other officers?—Yes.

2215. When you are on duty on Sunday afternoons could you make any use of that by giving prisoners moral instruction?—They now have exercise on Sunday afternoons, and then they go to chapel directly, so that there would not be time.

2216. (*Mr. Merrick.*) Which system of instruction is better, cellular or associated?—I never tried the associated.

2217. You also instruct the first standard in their cells?—Yes.

2218. Do you think the schoolmistress should wear uniform or not?—I am quite inclined to think that if they did not they would be thought a little more of.

2219. Do you find that the discipline and the scholastic duties clash at all?—Yes, very much.

2220. Do you think the prisoners regard instruction as a matter of privilege or of discipline?—As a privilege.

2221. They value it in some cases?—Yes several value it very much.

2222. When do you teach your laundry women?—I take them when it suits myself to take them.

2223. Have you a choir?—No, we have not.

2224. (*Major-General Sim.*) What you said about the devotional books not being a part of the cell furniture—would that apply also to the slate?—The slate always has been part of the cell furniture in our prison.

2225. (*Chairman.*) Have you any suggestions which you wish to make in connexion with this subject?—No, not more than I have already stated.

2226. (*Major-General Sim.*) It is rather a dull day for the prisoners after four p.m. on Sundays?—They have their book now—they have so many more books than they used to have—even the first stage have a little book.

2227. I suppose you have not many prisoners, women over 40 in your prison?—I think we have nearly as many as in other places.

Rev. J. Aspinall Addison called and examined.

Rev. J. Aspinall Addison.

2228. (*Chairman.*) You are chaplain of Wakefield Prison, Mr. Addison?—I am.

2229. What prison experience have you had as a chaplain?—I have had 23 years in September next.

2230. At what prisons?—Fifteen years at Hull, and eight years at Wakefield.

2231. You have had some considerable experience of the working of the present system of education?—I have.

2231*a*. Do you think it is satisfactory?—Considering the material we have to deal with, I think I can show that it may be called satisfactory.

2232. Do you think so, judging by the results?—Yes, judging by the statistical results.

2233. Do you think sufficient time is given to it?—Fortunately, in our prison, the schoolmaster is kept more to his department. Some time ago I found that the schoolmaster was really hardly a schoolmaster—he was more of a discipline officer—I found that intermittent education had not a good effect upon the prisoners; they very soon lost all interest in what they were doing. I spoke to the governor about it, and he very kindly entered into my reasons, and now I may say that the schoolmaster is not taken off his duties as

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in the old days, so I am able to report more satisfactorily.

2234. I see you have two schoolmaster warders?—Yes.

2235. Your remarks apply to both of them?—Yes, but one does some discipline duties oftener than the other.

2236. Perhaps you will describe what discipline duties he does?—The hours of the senior schoolmaster are from 8 to 6 o'clock, so that he is employed in this way. The ordinary period of hours of instruction each week per day is as follows: from 8.30 to 10 a.m. he is employed in actual instruction, from 11 to 12.15 he is again instructing, and from 1.30 to 4 o'clock. He leaves at that hour, because there is the officers' library, and he is the only man that can attend to that. Consequently he spends 5 hours 15 minutes in instruction every day. And the junior schoolmaster would be giving instruction for 1 hour 45 minutes per day. The junior schoolmaster takes the adults in class, and boys, if we have any. I am thankful to say we have none at present. The rest of their work is in attending the chaplain and discipline duties alternately, and prisoners' library, writing out railway warrants for prisoners on discharge, and letters to friends, for illiterates.

2237. Do they take their turn at evening duty from 6 till 10 or 6 till 8?—They sleep in one week every six weeks.

2238. That is to say that they take it in turns with the other officers?—Exactly; as discipline officers they are on discipline duty every alternate Saturday and Sunday.

2239. What do they do on Sundays when they are on duty?—They take charge of the wings, or other discipline duties which are assigned to them.

2240 You say that the junior schoolmaster only gives 1 hour 45 minutes a day to instruction; what is he doing all the rest of the day?—Discipline duty, and distributing library books for three hours.

2241. Is that done every day?—Every day.

2242. How often do you change library books?—Once a week.

2243. Is that necessary?—Yes. We have 700 prisoners, and it takes him all his time.

2244. But the moral instruction books are changed once a fortnight, I take it?—No, I have taken on myself to change that, so that they are changed once a week.

2245. Would you change a book whenever a prisoner liked?—I should not change more than twice in one week. It depends upon the size of the book, and also upon the prisoner.

2246. What I mean is that you use your own discretion?—Yes, I make no hard and fast rule.

2247. (*Mr. Merrick.*) Do you make a distinction between a moral book and a library book; do you allow the prisoners to have two library books in the week or only one?—The first stage men are the men that receive moral books only—after they get to the second stage they have their library books, we allow them to change the moral books twice, the reason is that they are very small, I am afraid that at one time they were selected more for their size than for their intrinsic value, the prisoners ask very often to have their books renewed, they ask to keep their books a fortnight and if they wish to do so it is simply put upon the card.

2248. Supposing a man has a library book to-day do you allow him to change that work before this day week?—That depends upon the schoolmaster, in fact I keep an application book, and all matters of that description are kept in this book and referred to the schoolmaster, so that I enter in this: "Desires to have "change of library book, do it if you can," and if that has been done, the schoolmaster places his signature, and I know whether that man has been attended to or not.

2249. (*Chairman.*) Why could it not be done?—I do not see why it could not, I think it always has been done, I have no case in the "application book" which shows that it has not been done.

2250. I suppose the act of complying with a case of that kind, only takes a few minutes or so?—No, simply going to change the book.

2251. Why might not all the time of the junior schoolmaster be devoted to actual teaching, what teaching does he actually do?—He has one hour in class, he has one hour in teaching boys, he has 45 minutes in teaching the adults in class, and he has to fetch these men and take them back to their cell, only six at a time.

2252. Those are prisoners in Class 1?—Yes, only for reading.

2253. In accordance with instructions?—That is all.

2254. And to them he only gives 45 minutes each day?—Yes.

2255. What does he do all the afternoon?—He is attending to the discipline duties or seeing after the schools and chapel when prisoner is cleaning it.

2256. Could you say more definitely what his discipline duties are apart from teaching?—There are the letters and other clerical work that comes in.

2257. Is he responsible for helping prisoners with letters and petitions?—I think that applies to the senior schoolmaster, but I have no record of what he (the junior schoolmaster) is doing except ordinary discipline duty.

2258. You do not get him for more than 1 hour 45 minutes a day?—Three hours with the library books, as well. And attending on me alternate days in visiting those on reception or for discharge.

2259. With regard to your senior schoolmaster; I take it that discipline duties do not interfere with his educational work?—No.

2260. You would not say that they interfere or clash?—I do not think they do.

2261. You practically get all his time?—We get sufficient time, I think, 5 hours 15 minutes is very good, but I should wish to extend the duties of the schoolmasters I should like them to see the prisoners more. I often consult them as to what the prisoners' characters are, and I think if more licence was granted them to visit the prisoners it would be almost like district visiting.

2262. Do you think the dinner hour might be utilised for the purposes of such visits?—You would have to alter the schoolmasters' dinner hour.

2263. Quite so, but at present they have 1½ hours in their cells, and they take a very short time over their dinner. The dinner hour is really the only hour that much could be done, should it be decided not to keep prisoners back from work.

2264. You think that it might be advantageously used?—I think so, provided the schoolmasters' hours were altered, the breakfast hour is from 7.45 to 8.20, and then the supper is from 5.45 to 6, so that the total number of hours that the prisoner could employ is 2 hours 45 minutes including his meal hours.

2265. Do you think the prisoners would object to being visited during the dinner hour?—Not at all.

2266. Do you visit during the dinner hour?—I am obliged to do.

2267. You have never known a case of a prisoner objecting to it?—Never once in 20 years.

2268. Do you have class education?—Prisoners are taught in class in reading only.

2269. Where do you hold those classes?—We hold them in the schoolroom, we have a room set apart for that purpose, they are taught reading separately and together.

2270. Do you ever find any objections to that from a disciplinary point of view?—It depends upon the schoolroom; if you have sufficient accommodation to keep these six men apart. There is no objection, but there is a liability that a man will like class instruction for the sake of communication, and there is another thing, that prisoners are very keenly sensitive in the presence of others in showing their ignorance. As far as educational purposes are concerned, the cellular education is far superior. A man has more individual attention given to him and he will listen more attentively.

2271. Do men ever get reported in class?—I have not known a case.

2272. You restrict them to classes of six?—Yes, there was a case on Thursday last when there happened to be seven, and on that day seven were taught in class and 21 in cellular instruction.

2273. Have you a room for your classes?—We have a very good schoolroom, with sufficient accommodation for boys and men.

2274. Is your schoolmaster able to supervise each class entirely by himself?—Yes, he is a very good schoolmaster; he is well able to keep the discipline too.

2275. Do you think it advisable that the schoolmaster should be a discipline officer?—No, I do not. I very strongly favour the schoolmaster being schoolmaster. I think that their position is not what it ought to be, they feel it very much.

2276. Do you think he should wear uniform, or a distinctive uniform?—I have some feeling about that; I did not think so once, but I have now a decided opinion about the uniform; I think it would be as well.

2277. You prefer a distinctive uniform of some kind; do you know the feeling of the schoolmasters?—I think they like the uniform, but a distinctive one would be better.

2278. Supposing that a prisoner misconducted himself, and the schoolmaster had occasion to report him, and he were not a discipline officer himself, he would have to call in a discipline officer and desire him to report this prisoner, do you see any objection to that?—I do not see any objection to that; a man would not listen to the instruction of the schoolmaster after he had been reported in the same way as he would if he were not the reporter.

2279. Are you satified with the qualifications of your schoolmasters?—Perfectly; I think that men who are likely to have a good moral influence on prisoners, and who are are possessed of great tact and judgment, should be selected.

2280. You do not think it necessary that they should be certificated?—I am of opinion that these qualifications are in the case of prisoners better than higher scholarship and more to be preferred.

2281. Do you hold examinations on reception and discharge?—I examine all prisoners on reception; I examine them every quarter, and also on discharge.

2282. Do you record the results of the quarterly examination in the register?—They are put in the register, but the present register does not leave room for these quarterly returns; the consequence of this was that we were obliged to place 3 and 3's in those little spaces; it would be better if the books were made so that the quarterly examinations could be recorded.

2283. These examinations are always held by yourself?—I have these men brought up to my office, and they are examined by me the day after admission, if possible. The schoolmaster takes no part at all in the examination. I do not consider it to be a *bonâ fide* examination if the schoolmaster is there.

2284. You think that the results are satisfactory?—I think they are satisfactory, considering the material that we have to work upon. Our district is a district of agriculturists and miners, men who have not had the advantages of the Education Act like others. I show a very good return for the last 100 prisoners.

2285. Does that show the time during which the prisoners are under instruction?—No, it does not show the time. I had only two days' notice, consequently I have not been able to give you the statistics I should like.

2286. Do you think that the present standard is sufficiently high, having regard to the growth of education generally?—The present standard is a very low standard, it has been a question whether it might not be raised with advantage.

2287. How far would you raise it?—You might raise it to the fourth standard, the third standard is very low.

2288. Are your class of prisoners particularly illiterate?—I could give you the facts.

2289. Do you find them generally a very ignorant class of prisoners?—I find them below the average in mental capacity. I will not say most, but many of them; they are agriculturists and miners, men who have escaped the Education Act. I do not think their average intellect is to be compared with the ordinary citizen.

2290. You think many of them have never been to school in their lives?—Yes, many of them; they have escaped the Education Act altogether.

2291. Can you form any opinion as to how they have escaped?—They have been either in mines where the inspectors have never found them, or agriculturists with vicious surroundings.

2292. Do you find that there is a larger number of illiterates as amongst men of 40 and upwards, or do you find that the young prisoners are just as illiterate as the older men?—Over 40 we had more, those at the age of 30 to 35 make the least improvement; it naturally is so, because there was no compulsory Education Act in force in their young days. There are less coming in now that are illiterate.

2293. (*Mr. Merrick.*) What proportion would the illiterates be, one-fourth?—Very nearly, not far off.

2294. (*Chairman.*) The Education Act has been in force 25 years and therefore the younger prisoners ought to be very much better educated?—We may perhaps feel a little despondent because education has not much advanced in that way, but I think we forget that the prisoners are below the average in capacity for learning.

2295. Are you speaking of the particular prison of Wakefield?—I can only speak of two prisons, Hull and Wakefield, and that is my experience in both of these.

2296. You have about 74 prisoners eligible for instruction out of a total of 506, do all those 74 get their full amount of instruction per week?—Yes, the 74 include male and female prisoners.

2297. What does that amount to per prisoner?—They are visited twice a week, that is 40 minutes.

2298. They get 20 minutes each twice a week?—Yes.

2299. Do you find they appreciate the education?—Very much so, they are only too glad to have the benefits of education.

2300. Do you think they look upon it as a privilege?—I think they do, most decidedly.

2301. (*Major-General Sim.*) As a privilege or as an escape from hard labour?—They do not escape from hard labour by doing any school.

2302. They escape a little, do not they?—Forty minutes per week. They really look upon it as a privilege.

2303. (*Chairman.*) Of course you do interfere with the ordinary hours of labour?—Yes, the men are kept in their cells after chapel, the schoolmaster arranges so that each prisoner can be visited twice a week, that is to say, he has them kept back according to the different wings.

2304. Would you be in favour of extending the education of prisoners to most of three months' sentences?—Yes, notwithstanding the fact that the few weeks they are in does not show much from an educational point of view. I look upon the school as a moral power, that is, the standpoint I look at it from, bringing the schoolmaster in contact with the prisoners has the result of dispelling the effects that the monotony might have upon them.

2305. Are you in favour of the present limit of age to 40?—Between the ages of 35 and 40 there is very little good done, in some cases that I have dealt with there has been very small return.

2306. Do you think 40 is the right limit, or would you reduce it to 35?—As far as 35 is concerned it would be a good limit, but I think it should be a matter of discretion.

2307. If you have any prisoners over forty applying do you give it?—Yes, I give it.

2308. It is a matter of discretion for the governor and chaplain. Have you a good supply of books?—We have a very good supply indeed—we have some 3,300 volumes in the school.

2309. Do you find they prefer any special kind of book more than any other?—Yes, there is a great demand for popular educators and technical educators, and books of science. I cannot supply the demand, I have not sufficient.

2310. One of the points of reference to the committee is, what are the means of moral instruction?—It is all moral instruction if you take it in one way—but for prisoners of the first stage besides the chapel and the daily services they have nothing but the visits of the chaplain. I see every prisoner twice a week and although the time is short a great deal can be said in five minutes. It is not the length of the interview, but the practical nature of what is said, and the interest manifested in the prisoner that has the moral power.

2311. Do you see every prisoner twice a week—700 prisoners?—I hold that 600 is as much as one single man can do without assistance. We do our best, we cannot do more, and what we do will compare favourably with any parish in England, those men have not half the advantages outside which are almost thrust upon them when in prison.

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2312. You would be of opinion that the present means of moral instruction are sufficient for the prisoners?—Nothing can be sufficient when you consider that it is for the final good of the prisoner. I cannot place a limit. I should apply for a scripture reader to carry on my work, we want our hands strengthened in every point. There is no prisoner who has ever left the prison without some words that must be of use to him and must remain with him.

2313. (*Hon. Mrs. Talbot.*) Would you be in favour of lectures for the prisoners?—I think that is a good suggestion, they would have to be very practical and simple and I think upon the natural instincts as much as possible because the ordinary prisoner does not thoroughly understand his own nature, he does not even know that he possesses these unselfish instincts. He thinks he can do no good to anyone, that his life is purposeless.

2314. Would you give a lecture on such a thing as botany?—Certainly, the works of God in nature.

2315. Would you like to give them yourself?—Yes, anything of that sort such as on the moral constitution of man in relation to daily life. Lectures upon all subjects which will illustrate the subordination of the selfish propensities to the higher social instincts, "mutual dependence" one upon another—"thrift," "Bible teaching in nature," "astronomy," "work," "home," and "temperance."

2315*a*. Would you select carefully for these lectures?—Yes.

2316. You would have to have men above a certain degree of intelligence?—They should all be simple and plain lectures, and therefore applicable to all degrees of intelligence.

2317. Do you have any special services in Lent?—We have the Lenten and Advent services. The way I should suggest having these lectures would be to extend the time till 9.30 on one particular day and keep the prisoners in their seats in the chapel.

2318. (*Major-General Sim.*) You would not mind a lecture like that in the chapel?—It is all moral.

2319. You do not think there would be any objection?—Not at all, for the subjects I have enumerated.

2320. (*Chairman.*) In that case then you would give it to prisoners generally?—That is my object in suggesting that they should be kept in chapel.

2321. (*Hon. Mrs. Talbot.*) You have women?—We have.

2321*a*. Are they anxious to learn?—I cannot say that they are; I do not think they ask very much for educational works—women love story books, but the men love educational works.

2322. Do you think any other influences could be brought to bear upon the women that might tend to lift them more?—I think we have almost all we can—I see every woman three times a week.

2323. Should you like to have a lady visitor or Scripture reader?—We have a lady visitor, but she only comes on certain conditions—that is, that we send for her for special cases to arrange about admission to the "home." In 20 years I have never had occasion to send for a lady visitor—although I have had visits from ladies I have never had occasion to send for one. Dealing with women is a very difficult question, and it is not every one that is qualified to carry it out. It is experience—long years of experience—which all ladies do not possess, but I find them exceedingly useful to me in the different districts outside the prison. I have the assistance of a number of them—and on the prisoner's discharge they are invaluable to me.

2324. (*Hon. Mrs. Talbot.*) Yet it is the same quality of women inside the prison that might be helped by such influence?—Well, there is a little danger—I do not say of friction, because I am sure we chaplains would be very pleased to see the ladies take an interest in our work—but if, as I say, they are not thoroughly acquainted with the ways of prisoners they will simply be sent for by them to make them a means of communication with the outer world. I have only 105, and a great number of those are Catholics. but I have had a very great success with women.

2325. Do you teach them singing at all?—We do not. I play myself. I think that everything that is musical has a very good effect upon the prisoners. I always take the organ myself before the service commences and extemporise upon it—I think that prison chapel is apt to become rather a matter of routine in their own minds. I have a musical service throughout.

2326. (*Chairman.*) You have an organ?—Yes, in the men's prison, and in the women's prison, I take the service on harmonium that I have there, myself.

2327. Do you ever get an outside clergyman to come in and preach?—Yes, the Bishop of Wakefield is always ready and glad to come in.

2328. Do you find the prisoners appreciate that?—They do, and it may be egotistical to make this remark but I have never found the need of outside preachers so far as inattention to my own sermons is concerned, I have no feeling in the matter about preachers coming in—I should be glad to see them and I think one advantage would be that it would be a change to the monotony.

2329. You think it is a great thing to vary the monotony of prison life?—I think anything that tends to do that is a great improvement.

2330. Do you think that Sunday afternoons might be more utilised than they are for the purposes of visiting by the chaplain or the schoolmaster should he happen to be on duty?—In the morning I have a short service in the men's hospital and then a short service in the women's hospital—after that I have morning service from 10.30 to 12 and in the afternoon from 2.30 to 4, so that really my time is fully occupied on the Sunday.

2331. I was wondering whether any good could be done by the schoolmaster who was on duty visiting prisoners and talking to them in their cells?—Provided you grant the schoolmaster freer intercourse with the prisoners—that is the point I think—a great deal of good might be done.

2332. They should have freer access to prisoners?—I think so; this is a point which shows the advantage of it.

2333. Have Sunday school classes ever been tried?—We have not tried them, but I think there would be a difficulty about that.

2334. Would you have to be very careful about the men?—Yes, not only that, but in the winter it is dark and it would seriously interfere with the discipline of the prison. I am afraid the governor would object to that. I do not think I should suggest Sunday school classes on Sunday afternoons, half the officers would be off duty.

2335. Are you in favour of any extension of the privilege of library books to prisoners in the first and second stages?—Very strongly, I think that prisoners in the second stage ought to be allowed library books, it makes a wonderful difference. I should say that out of 581 prisoners 218 on the first stage have none.

2336. Now, with regard to the first stage prisoners do you think they should have a book on Sundays as a privilege, would you give them a library book on Sundays only?—I see no objection to their having a Sunday book, but if books are changed twice in the week that would be almost sufficient.

2337. It would be very difficult to say what was a Sunday book?—Unless you introduce a library book amongst the moral books, it would entail a great deal of extra work upon the schoolmaster.

2338. (*Chairman*) It is part of the stage system, and these things are laid down as rewards to be earned?—I certainly should allow prisoners to have library books in the second stage.

2339. Would you give prisoners in the second stage equal privileges as regards the number of books with prisoners in the third and fourth stages?—When you come to library books you change them only once a week and they would have them as well as the other men.

2340. (*Major-General Sim.*) Would it be very much more trouble to give a library book to any of the men in the first stage that you thought ought to have one on Sunday?—Yes.

2341. It is prohibited by the rules?—Yes.

2342. (*Chairman.*) It is prohibited by the stage system.

(*Witness.*) We cannot get over the stage system.

2343. (*Mr. Merrick.*) With reference to this last point, supposing that you noticed a prisoner and you thought it desirable that he should have some book, some further occupation, would you use any discretionary power?—If I thought it necessary I should not have any objection to two books if he wanted them. I think it would be a mattter of discretion to do such a thing.

2344. Do you have a frequent change of books in the infirmary?—We have the same change in the books exactly that we have in the wings.

2345. Do the women and men exchange their books and pass them from one to another?—There is no doubt they do.

2346. You said just now that an officer was engaged in attending you?—He goes round with me down the wings and opens the doors. He brings up all prisoners for examination to my office in the morning, and he goes round with me seeing the receptions and discharges.

2347. Do you never visit a prisoner in his cell without the attendance of this officer?—Oh, yes, but not the convicts.

2348. You said just now that the schoolmasters if they had more access to the prisoners and more liberty to speak to them might exercise a moral effect; would you allow the schoolmaster to put questions to the prisoners?—I think if the schoolmaster were allowed better access to the prisoners they would volunteer much about themselves that they would not volunteer to me, and I think greater confidence would be displayed; and through the means of the schoolmaster I should have my hands greatly strengthened in dealing with them—if the prisoner volunteers a statement, refer him to the chaplain—if it is a matter with which the schoolmaster can deal, let him deal with it.

2349. You would not give him the power of interrogating the men?—No, I think not.

2350. You said just now that you have a quarterly examination for those eligible for instruction—supposing at the end of six or nine months a man had reached the third standard in reading, writing and arithmetic, would you allow him to remain in the school?—He is not struck off the list, unless he so desire it if he is to go on after that standard he must apply for it.

2351. You exempt him unless he makes an application?—The schoolmaster when he sees him "three" in the school book would naturally take him off the list, but he will always tell me whether the man is anxious to continue his education or not, and the prisoner makes application to me and I keep him on the list.

2352. In that case do you allow your schoolmaster to take him to a higher standard than the third?—No, if there is anything beyond those standards, I do it myself.

2353. What school books do you use?—We use the ordinary "Nationals," standards 1, 2 and 3.

2354. When you exempt a man for arithmetic on the grounds that he has passed the third standard what kind of sum would you give him as a test?—The addition of simple money sums and mental calculation; I should give him one in subtraction.

2355. What kind of sum would you give him in the third standard?—Simple money sums and mental calculation.

2356. You told us that your schoolmaster was employed a certain number of hours during the week; I have put together these hours of the senior schoolmaster and the junior master, and I find that if they were employed in teaching, you would have a certain number of men who would only get one lesson a week?—It is 20 minutes each man, and each man is visited twice a week.

2357. I find that, from the figures that you have given us that a certain number of men would only receive one lesson a week?—The schoolmaster arranges that he teaches all on the school list once in three days; there were 60 male prisoners instructed last week.

2358. (*Chairman.*) You do not check his actual visits to prisoners?—No.

2359. You leave it to him?—Yes.

2360. (*Mr. Merrick.*) You do not supervise his work really to see whether he is teaching efficiently?—I do that. I examine the slates.

2361. You do not seem to attach very great importance to the teacher being certificated?—I was only contrasting two warders applying for the post of schoolmaster, one of them being a man of tact, judgment, and moral standing, but with less education than the other without that tact and judgment; I should choose the former.

2362. When you draw up your demand for library books do you submit that demand to the visiting justices?—Always, it is submitted to the magistrates' meeting and signed by the chairman.

2363. Would you approve of the devotional books and slates being considered as part of the cell furniture?—The slates always used to be part of the cell furniture; I see no reason why it was altered.

2364. You think that the devotional books and the slates might be made part of the cell furniture?—In the case of educational books I hardly think so; though every man is supposed to have his devotional book.

2365. (*Mr. Merrick.*) There is no reason really why the discipline department should not have charge of the books?—I prefer the schoolmaster to give them out on reception.

2366. (*Chairman.*) Would not it relieve the schoolmaster at all?—Of course it would relieve the schoolmaster.

2367. (*Mr. Merrick.*) Do you think it would be a desirable change, or not?—I do not think there would be much to be gained. It is a much simpler plan when a man comes in to hand him his books and let him take them to his cell, as Catholics and Protestants are mixed together, difficulties might arise, if devotional books were left in the cells as part of cell furniture. A Catholic might be located where there were Protestant books, and *vice versâ*, for some time, until the books were again changed.

2368. (*Major-General Sim.*) And do they bring them back on their discharge?—The day before discharge they are all collected up to see if any damage is done—simply as a matter of expediency. I think my way is more simple than the other.

2369. (*Chairman.*) Do you think the discipline officers would complain of having extra duty put upon them?—Very probably they would.

2370. Do you approve of the present age limit of 40?—I said just now that might be limited to 35.

2371. (*Mr. Merrick.*) A man has passed out from the prison—had instruction for nine months—he has learned to read and write up to the third standard. After he goes out he comes back again, without making use of what he has learned: would you give him one more chance of learning in the prison?—For a short period it would be very little use, because a man takes some time before he can set to work and study; if he had a long sentence I should say decidedly "yes," and he then would be able to regain a great deal of what he had lost. Of course it is so very doubtful whether men when they go out do not lose a great deal of it, but I am taking the effect of the power of the schoolmaster as a moral power, and I think it would be hard to deprive a man of it just for that reason.

2372. (*Chairman.*) Wakefield is a collecting prison for convicts?—We have convicts undergoing their nine months' separate confinement.

2373. How many have you there approximately?—We have about 60.

2374. Do you find that the general run of convicts are better educated men than the local prisoners you get?—I think those convicts we have are better educated.

2375. Do you find that they require to be taught a higher standard?—Some do and some do not; as a rule there are so very few convicts on the school list, because the greater number are over the age of 40.

2376. If a man of that kind applied for education would you give it?—Yes.

2377. Is there any special attention paid to the education of convicts?—I do not think so; they are treated just the same as other prisoners. I always go round that wing very carefully once in the morning, and if I note any change of disposition in a man, I go a second time and see him during the day, and I can record this, that a convict told me that the second visit was the means of preventing him committing suicide. Men who have been over 25 years of age and have had five previous convictions we consider them excluded from the school list, so that really most convicts would be excluded on those grounds.

2378. In fact they get less attention?—Because they have over five previous convictions, but that is never insisted on; books and slates are put into their cells,

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and if they show any desire for instruction that rule does not stand good at all.

2379. (*Chairman.*) It is difficult to se why a man with five previous convictions should not receive any kind of instruction. It has been suggested to me that more advantage might be taken for the purposes of education of this period of confinement in the local prison?—Yes, I do not see why there should not.

2380. You have the prisoner in his cell all day, and therefore ample facilities for getting at him for instruction during that nine months. When he is at the convict prison he is out on public works all day, and the only time given for education there is from 5.30 to 6, and it is a question whether that nine months' confinement in a local prison does not afford a good opportunity for greater education?—I agree with that; I think it might be done.

2381. (*Mr. Merrick.*) Do you place your scholars in contiguous cells?—No, the schoolmasters go to the cell, they are left in the cell directly after chapel.

2381*a*. Does that hold good with reference to convicts also?—Yes, it would.

2382. Do you find convicts as a rule are well behaved?—I have never had any difficulty in dealing with them; they are the better behaved of the two.

2383. (*Chairman.*) You very often find that the habitual criminals are the best behaved in the prison?—Certainly; these "old hands" know that it pays them better to conform to the discipline of the prison.

2384. Have you any suggestions to make in any way?—I am under the impression that it is my duty to day merely to answer questions. I can hardly venture to make any further suggestions than those already given in my replies.

Chief Warder G. A. Pritchard.

Chief Warder G. A. PRITCHARD called and examined.

2385. (*Chairman.*) Mr. Pritchard, you are chief warder at Reading?—I am.

2385*a*. You have just taken up that duty?—I have.

2386. Prior to that you were schoolmaster-warder at Wandsworth?—I was.

2387. What length of experience have you as a schoolmaster in the service?—16 years. I was principal warder schoolmaster.

2388. What is your opinion of the present system of education, do you consider it satisfactory?—No, I consider it very imperfect.

2389. What are your objections to the system?—In the first place the time is so short: for the men who are classified the scheme lays down two half hours and two quarter hours a week; half an hour in class twice a week, and a quarter of an hour in cell twice a week.

2390. That is the prisoners in class?—Yes, those who are classed on reception as wholly ignorant; but as a general rule the prisoners in classes 2 and 3 get about 15 or 20 minutes each twice a week.

2391. A quarter of an hour twice a week?—Yes.

2391*a*. And that time comes out of the hours of labour?—Yes, out of the working hours.

2392. Can you make any suggestion for giving more time without interfering with the hours of labour?—No, I cannot.

2393. Have you ever thought if the dinner hour could be utilised?—Yes, I have, and that was suggested, but I have been met with this remark, that the dinner hour is the silent hour for the prisoner, and he should be allowed that hour quiet, not to be interfered with.

2394. Do you think that prisoners would object to being visited during the dinner hour?—I do not think men who are wholly ignorant would object; if they are not at work they would rather have somebody in their cell giving them instruction.

2395. Do you think the men appreciate the education?—Yes, I am sure they do.

2396. When you were schoolmaster warder did your discipline duties interfere with your scholastic duty?—I had no discipline duties at Wandsworth; I was entirely connected with the chaplain's department, and had supervision of the library and of the education of the prisoners.

2397. Under you there was a schoolmaster warder?—There was.

2398. Did discipline duties interfere with his time for education?—He had no discipline duties to perform in the prison, with the exception of coming in to sleep once a week.

2399. That is not recognised as active duty?—No.

2400. You did not take your turn at sleeping in?—No.

2401. What time did you come on duty?—Six to six.

2402. Alternate Saturdays and Sundays off with the other officers?—Alternate Saturdays and Sundays with the officer assisting me: we worked entirely independently of the discipline staff.

2403. Have you any views about the wearing of uniform?—Personally I had no objection to it.

2404. What is the cause of this grievance amongst the warders?—I think myself that the schoolmaster should have a distinctive uniform; prisoners look upon the warders like policemen, they do not like the buttons.

2405. That would imply that he should not be a discipline officer, do you think that would be an advantage?—It is no disadvantage whatever, because in the county days many schoolmasters had no uniform, and I never saw any disadvantage in it.

2406. Was it more difficult for the schoolmaster to keep order amongst the prisoners?—No more difficult.

2407. If he had to report a prisoner, he would have to call up a discipline officer to report him?—Yes, and so does the surgeon. I do not see any objection as far as regards the schoolmaster whose time is fully employed in teaching, but if you come to a small prison, I do not know how he would fill up his time.

2408. Do you know whether it is a much felt grievance by the schoolmasters that they have discipline duties to perform?—Yes, it is. They complain of the short time they are allowed to give to the scholastic duties. Of course, a warder-schoolmaster considers himself a rather important personage in a prison; he considers himself a little superior to the warders round him, and he likes to have specific duties laid down, and not be treated as a sort of odd man.

2409. He would like to have a time table?—Yes, but teaching does not occupy all his time, there are the library books to distribute, and the writing of petitions and letters. At Wandsworth we were very much understaffed, we could not do the teaching that was required.

2410. You had 71 out of a population of 1,029, did all those 71 prisoners actually receive their full amount of instruction per week?—No, they did not, they were not missed out, but they had a shorter time each. The prisoners used to have their library books changed frequently, and the teaching suffered because of the library books. Sir Edmund du Cane said he thought it would be much better to give more reading to prisoners than to hammer the alphabet into men that would forget it as soon as they went out. I think the education system outside has a great deal to do with the improvement inside. During the time I have been at Wandsworth the number of eligibles has been reduced 16 per cent.

2411. What has been reduced, the illiteracy?—Yes, of the prisoner.

2412. (*Mr. Merrick.*) What proportion out of 100 would you suppose now would be eligible for instruction?—About 7 per cent.

2413. Not more than 7 per cent.?—No, 6 per cent. are illiterate which come into Wandsworth.

2414. You mean 6 per cent., not one-sixth of 100?—I mean 6 per cent.

2415. Those who really cannot read at all?—Neither read nor write.

2416. (*Major-General Sim.*) Wandsworth stands, I see, at the least percentage?—Yes.

2417. (*Chairman.*) How do you account for that, by education, or do you get prisoners coming into Wandsworth better educated?—Better educated, I think.

2418. Do you approve of the present limit of four months, or do you think it might be usefully reduced to three?—It might be reduced in some cases; in cases where a man was to some extent advanced when he came into prison, he might be much improved in three

months. But you cannot do much with an illiterate in three months.

2419. Do you think two months would be useful?—It would not be useful to an illiterate man I think, but to a man who knew a little reading and writing, it would help him.

2419*a*. Would you be in favour of reducing the limit to three months?—Yes, I think I would.

2420. Are you in favour of the present limit of age to 40?—Yes, I think that is right.

2421. (*Major-General Sim.*) You do not think it is too old?—No, I have known men who have made great improvement after that age.

2422. (*Chairman.*) Having regard to what you say about the growth of education and the way in which it affects prisoners, do you think the present standards taught are sufficient, first, second and third?—Yes, I think so.

2423. Would you be inclined to raise it to the fourth?—No, I do not think so, if you make a good third standard, he can help himself.

2424. You think if a man once passes the third standard he can help himself?—Yes, I think so.

2425. (*Major-General Sim.*) In what way did they improve themselves after the third standard, arithmetic and grammar?—In arithmetic, yes. In grammar, no.

2426. (*Mr. Merrick.*) Dictionaries?—Yes.

2427. Popular Educator?—Yes.

2428. (*Chairman.*) Had you a good supply of books?—We had a very good supply.

2429. Would you be in favour of allowing second stage prisoners to have a library book?—I don't quite see why they should have them. When they get into the second stage they can have educational books, and they are as good as library books, and of course some men would appreciate these advanced books.

2430. Of course there is a distinction drawn between a library book and a book of instruction, do you think a prisoner in the second stage should be allowed a library book?—I should hardly like to say, because a library book is counted as a great privilege, and if they misconduct themselves in the first or second stages they would not get the library book so soon as if they were well-behaved.

2431. Would you be against the change?—No, I certainly should not be against it, the more reading you can give a prisoner, the better it is for him.

2432. Have you ever thought of giving lectures to prisoners on some simple moral subject?—I have been thinking it out, but I do not see that they would do very much good, I think if prisoners have books in their cells—books on practical subjects, working men's helps—I think it would do more good than lectures.

2433. Have you ever considered the possibility of organising such lectures?—No, I think the difficulty would be in classifying the prisoners, so that you could make your lecture useful to them.

2434. I take it that you are not in favour of them?—I should not be in favour of them; I see a good many difficulties in the way.

2435. In the way of classification?—Yes, in the way of classification for lectures.

2436. Which system are you in favour of, cellular or class education?—Cellular.

2437. Will you give your reasons?—I have always found it a very difficult matter to classify the prisoners; one has a different degree of education to another in the same class, and so it is very difficult to get them all to understand the lesson—one is a little more advanced than another, and the more backward one is more trouble than in his cell.

2438. Which do you think they learn most by?—If you could classify them properly no doubt they would learn more in class; some men do not know the alphabet; another man, even in a class of six or eight, cannot follow the others in reading; but if you have got him in his cell you have his undivided attention, and I think it does him more good.

2439. Are prisoners shy of showing their ignorance?—Yes, they are.

2440. Do you ever have to report a man in class?—I never did—they cannot help it if they do break into a smile.

2441. To what number did you limit the class?—Six.

2442. You supervised that number by yourself?—Yes.

2443. And you had no difficulty?—No.

2444. It has been suggested to us that in order to relieve the schoolmaster of a good deal of work that the devotional books and the slate might be considered as part of the cell equipment, and not taken out and changed every time a prisoner went out?—That used to be so.

2445. In that case it would of course be under the jurisdiction of the officer of the ward—do you think that would be advantageous?—It would be advantageous in point of time, but I do not think it would do for the books. I hardly think it would be fair to the prisoner if you were to consider the books as a part of the cell furniture.

2446. Could not the officer who looks after the cell look after the books?—Yes, but his supervision would be very superficial.

2447. Could the slates remain in the cell?—Yes, the slates could.

2448. Can you give me the reason why the system was changed?—I expect that it was because of an order from the Home Office that all books should be thoroughly examined before issuing to another prisoner; for that reason they are always examined before the prisoner is discharged and before giving them out to another prisoner on reception.

2449. You might have a Roman Catholic prisoner located in a cell; would that lead to difficulties if they were left in the cells?—If you omit to change them, the priest might make a bother about it. The slates used to be a part of the cell furniture, but they were taken out because it was thought that the first stage prisoners should not be allowed to use them.

2450. Now they have them in their cells in the second stage?—Yes.

2451-2. The prisoner in the first stage has no slate in his cell at all?—No.

2453. Would you be in favour of any extension of the privilege of library books to a prisoner in the first stage, on Sunday, for instance?—Yes, I should be in favour of as much reading as you can possibly give to a prisoner, provided there was time to give them out, but I do not think with the present staff there is sufficient time.

2454. (*Mr. Merrick.*) You said you thought that the time was too short for the purpose of education, what did you mean exactly by that? Did you mean that there were too few lessons, or that they were not long enough?—That there were too few lessons, and that the time was too short—both.

2455. Did you keep a diary of your teaching?—No.

2456. How much progress do you think your scholars made in the course of six months, a standard?—Yes, I have known them to improve two standards.

2457. On an average about one?—On an average about one.

2458. (*Chairman.*) When you were at Wandsworth, who held the examination of the prisoners?—The chaplain always.

2459. Was there any quarterly examinations?—No.

2460. Did you keep any record of the prisoners' progress?—No, I did not, I only kept the official books.

2461. You had no diary showing your visits to the prisoners?—Yes, I had a schoolmasters' journal showing the visits, but that did not show the progress.

2462. How did you secure that a prisoner should not be kept in a standard after he was qualified to be in the next standard?—I could not tell you any definite rule, but we always did put them into the next standard as soon as they were qualified.

2463. Did it ever happen that the prisoner was in the first standard when he should be in the second?—No, never; they were always put before the chaplain for examination.

2464. (*Mr. Merrick.*) He examined them and exempted them from further attendance?—That is so.

2465. (*Major-General Sim.*) You say that the time is too short, how do you think you might get more time without interfering with the labour?—I do not see how you could do it unless you go to the prisoners' cells at dinner time.

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2466. (*Chairman.*) Are there not many cases where the prisoner has finished his task by 6 o'clock?—Yes, many cases.

2467. What does he do between six and eight?—He goes on with his work still.

2468. Does it not happen that they are without work from six to eight?—No, I think it is the officers' duty to supply them with work.

2469. Don't you think that that time might be utilised?—Yes, I should think it would be much better than picking oakum.

2470. (*Mr. Merrick.*) Do you think that they would prefer it to hard work?—Yes, I am sure they would.

2471. (*Chairman.*) Are there any other points you wish to put before the Committee, Mr. Pritchard?—I think it would be a very good thing if you could reduce the hours of labour to those prisoners who are receiving instruction. I see a lot of difficulties in the way, but it is hardly fair that a man should be expected to do the same amount of work and his schooling as well.

2472. (*Chairman.*) I doubt if it is desirable to make certain exceptions to prisoners—it would be better to arrange a definite time table.

EIGHTH DAY.

Home Office, Friday, 13th March 1896.

PRESENT:

R. S. MITFORD, ESQ. (*Chairman*).

Hon. Mrs. E. S. TALBOT.
Major-General C. A. SIM.
Rev. G. P. MERRICK.
Captain C. EARDLEY-WILMOT (*Secretary*).

Mr. J. B. Manning.

13 Mar. 1896.

Mr. J. B. MANNING called and examined.

2473. (*Chairman.*) Mr. Manning, you are Governor of Pentonville Prison?—I am.

2474. Will you tell us what your prison experience has been?—As governor and deputy governor upwards of 36 years.

2475. At various prisons?—At various prisons.

2476. Have you studied this question of prisoners' education much?—I do not know that I have made any particular study of it, except my experience through varying years.

2477. What is your view generally, is it working satisfactorily?—It is, in my opinion.

2478. Do you think the time given is sufficient?—I do.

2479. Have you any views as to the advantages of cellular over class teaching?—Yes, I believe in the cell instruction; it is as well to assemble boys or adults in the very elementary stages, but you cannot give any individual attention to them when they are assembled in classes, they are always quick to see any advantage of which they can make use, and if one of a class can engage the attention of the schoolmaster the others will begin to communicate.

2480. Prisoners in Class 1 are now taught in class?—Yes.

2481. Are there difficulties in that?—No, it works satisfactorily.

2482. Do you ever have a prisoner reported?—Very rarely, and the prisoners never complain about their schoolmaster.

2483. Do you think the dinner hour might be utilised for the purpose of education?—I do; but I think that some restriction should be made, so that there was no interference with the prisoners' dinner, and that he gets an opportunity of getting his food.

2484. Half an hour would be ample?—Yes, and then there would be an hour left, it could easily be done by the schoolmasters not going to their dinner till 1.30. Prisoners have complained to me, but cases have been very few, about the chaplain visiting them when they are getting their food.

2485. But provided a clear half hour were allowed those objections would fall to the ground?—Fall to the ground completely.

2486. Would there be any difficulty or objection from a disciplinary point of view to the schoolmaster visiting during the dinner hour, when there was only a patrol?—Not the slightest; the schoolmaster would only open one cell at a time.

2487. What do your prisoners do now when tools are taken out of the cell between 6 and 8 in the evening?—If they cannot go on with the work we supply them with oakum so as to fill up the rest of the evening.

2488. Do not you think some of that time might be used?—No, we collect all the keys at 6 o'clock, and to have anyone going about then, I think, would be unsafe, because the prisoners would know there was only a small number about. I think it is better to teach them in the daytime and not in the evening.

2489. Do you think that some part of that time prisoners might be allowed to read?—Numbers of them do; we give them a task to do, and when that is done they can use their time as they like.

2490. If he has finished his task at 6 then he is free to read?—Yes.

2491. Do you think if they had permission to read by that time it would be an incentive?—It is an incentive; if they were kept and compelled to work until 8 o'clock, they would not exert themselves.

2492. We have had it suggested to us with a view of relieving the schoolmaster of certain routine duties that it might be an advantage if the devotional books and the slate were kept in the cell as part of the cell equipment, so that they would be examined and taken care of by the warder instead of by the schoolmaster; do you think that would be a desirable change?—I think it is desirable that the slate should be part of the cell equipment, and that they should be printed with the number of the cell; we know from experience that prisoners will scribble on their slate and pass it to an adjoining cell; then if we found them there we should know there was something wrong. I think there ought always to be a slate in the prisoner's cell. About the devotional books—a prisoner is very ready to complain if a book is given to him that belongs to another class. Roman Catholics would complain about Protestant books, and the Protestants would complain about Roman Catholic books. I think the present practice of collecting them by the schoolmaster works better.

2493. Is there any difficulty in the ward officers examining the books to see if they are damaged?—We should pass them on to the schoolmaster; we collect them as the prisoners are discharged; supposing a prisoner has damaged a book I have very little opportunity of doing anything with him.

2494. Do you think the objections would not justify the practice?—I think not; I think it is very desirable that the books should be collected and issued to every prisoner. If there are any defects they are marked, and the books are handed to the prisoner according to the religion he professes when he comes in.

2495. Would it be difficult to fix the responsibility for damage if they were all left in the cell?—Of course

it would. The objection of other religions getting in is, I think, a very serious one—they are very ready to complain about anything of that kind.

2496. (*Major-General Sim.*) I suppose it is possible the two different chaplains might complain?—I am not sure they would—ours work very amicably.

2497. (*Chairman.*) Are you satisfied with the qualifications of the teachers?—Yes, our progress is very good, and prisoners have, I think, good opportunities if they are desirous of improving themselves. They have long meal hours, an hour and a half at breakfast time and the same at dinner time.

2498. The schoolmaster makes no use of the breakfast hour for teaching?—No.

2499. What do they do in the morning?—Our principal schoolmaster does not come on duty till 9 o'clock in the morning.

2500. He is not certificated under the Education Department?—No, he has been a long time in the prison service—I think he joined before the days of the certificated masters.

2501. Have you any views as to whether schoolmasters should wear uniform?—I have not. I do not see any objection to it.

2502. Do you think he should be relieved of all discipline duties?—Our schoolmaster-warder comes on duty at 6 o'clock in the morning, and he sees to the cleaning of the schoolroom, gets the names ready for the chaplain. If these are considered discipline duties our schoolmaster never interferes with anything else.

2503. Do not they take their turn at evening duty?—No.

2504. And they never sleep in?—No.

2505. And they have no grievance on the score of discipline duties interfering with the teaching?—I think not, and our schoolmasters never do any Sunday duty.

2506. None of them?—No.

2507. Is that a special arrangement?—That is the arrangement I found when I went there.

2508. How does that apply to the warder-schoolmaster?—It has been the practice there, and I have never interfered with it. I do not see that we want them on Sundays, they are special officers, and have special qualifications.

2509. (*Major-General Sim.*) I see here you have only got down one schoolmaster and a warder-schoolmaster?—We have a schoolmaster and a warder-schoolmaster.

2510. But you have got a schoolmaster in addition?—In addition.

2511. You are only supposed to have 55 men under instruction?—We average about 60.

2512. (*Chairman.*) Are the schoolmasters off every Saturday?—No, they are on on alternate Saturdays.

2513. Up to what time?—Up to the usual time for leaving.

2514. Do you think there is no interest then in having a schoolmaster a discipline officer as well?—I do not know that there is—they are men that are generally promoted from being discipline officers, and, therefore, have some knowledge of prisons and prisoners and their ways.

2515. Supposing a warder-schoolmaster is also a discipline officer, then he could report a prisoner if he had occasion to do so, but if he were a schoolmaster pure and simple he would have to call in a discipline officer?—I do not think so, necessarily; I should listen to any report made by the schoolmaster as readily as by the schoolmaster-warder. I think it is an advantage having discipline officers because they have acquired a knowledge of the routine before they commence their teaching duties.

2516. (*Mr. Merrick.*) Would you give a schoolmaster keys if he were not a discipline officer?—Certainly.

2517. (*Major-General Sim.*) That means the schoolmaster does not go in with the warder—he goes in by himself, like the chaplain?—Certainly; the men, after they are dismissed from school, frequently apply for help from the schoolmaster.

2518. (*Mr. Merrick.*) If he were not a discipline officer you would not give him a uniform?—That is a matter for the Commissioners, I think. They look smarter, perhaps, in it, but if they had the uniform it should be a distinctive one.

2519. It does represent discipline to some extent?—It does, it shows they are in the service.

2520. (*Chairman.*) As to the writing of prisoners' letters—they have to help in that?—Yes.

2521. What time is generally given?—After the prisoners are brought to their cells—between then and going to their own dinners. The majority of our prisoners write their own letters now—the general education has markedly increased.

2522. You see the effect of it?—Yes, when I joined the service in 1859 you would scarcely see a man using a book in the chapel—now the majority can do it.

2523. (*Mr. Merrick.*) It has been suggested that about one-fifth cannot read and write now?—The majority, I think, give up all idea of education when they leave school—a prisoner will say sometimes he cannot write, but we frequently find that he can do so.

2524. (*Hon. Mrs. Talbot.*) You mean they learn again to write?—They can at the time.

2525. (*Chairman.*) In that case he gets put down as an illiterate?—Yes, but he is really not so.

2526. (*Mr. Merrick.*) Then you think one fifth would be too many?—Yes, certainly.

2527. (*Major-General Sim.*) How many come in absolutely illiterate?—Very few—I should not think above 10 per cent.—speaking without any statistics.

2528. (*Hon. Mrs. Talbot.*) I think you said they threw away their books—perhaps they keep up reading by the newspapers?—Many of them never do—never try to improve themselves. I have had respectable men come to try to enter the prison service and they have actually forgotten which end of the sum to commence in subtraction, actually commencing on the left instead of the right.

2529. (*Chairman.*) You think they soon pick it up again?—Yes.

2530. According to the last published judicial statistics, out of the total number convicted in civil courts more than 22 per cent. are shown to be able neither to read nor write?—I think that is a mistake, the chaplain would be able to tell better.

2531. (*Mr. Merrick.*) The returns that have been made to us have reference to those that are eligible for instruction, in all these cases the chaplain would examine so that the return would be an accurate one?—Our chaplain tests them very carefully.

2532. (*Hon. Mrs. Talbot.*) Do you think the teaching has a good effect on the prisoners?—Yes, anything at all that tends to discipline I think has a beneficial effect on them. I think their conduct has undergone a great improvement compared to what it used to be. Some years ago they were insubordinate, they would come in rude and rough—they would fight you to the bitter end—now prisoners are wonderfully amenable to reason, they are orderly in their conduct, and I think that the effect of the discipline they are under, and the submission to authority, has a civilising effect upon the masses, and I think it is very marked.

2533. (*Major-General Sim.*) Do many of your prisoners return to you?—They do.

2534. You do not think that a man who has picked up a little education has been able to do more for himself?—No, I do not know that he has.

2535. In that way you do not see much change?—No.

2536. (*Chairman.*) How do you find London prisoners compared with country prisoners?—I have not noticed much difference except they are wonderfully quicker than the country ones, quick to see if there is anything of which they can take advantage. Those that crave for association are generally old offenders.

2537. (*Hon. Mrs. Talbot.*) Should you like to see the standard raised beyond the Third Standard?—I think it is quite sufficient, I think that when they get to the Third Standard then they are able to improve themselves if they are inclined to do so, and I frequently urge prisoners to take advantage of it.

2538. Should you like to see them have more books?—I think our supply of books is sufficient, and the frequency of the change is sufficient—one book a week

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is quite enough—sometimes they say that they had it before during a previous sentence, or when they have been in a convict prison.

2539. (*Chairman.*) Do you think it would be desirable to allow prisoners in the first and second stages to have a book on Sunday afternoon?—I do not think there would be any objection. We give them what are called moral instruction books.

2540. You distinguish moral instruction books from library books?—Yes.

2541. Would there be any advantage in allowing first or second stage prisoners library books?—Some would appreciate it, say, in the second stage; in the first stage we might say "No." In Pentonville, I receive during the year more than 6,000 prisoners for less than 14 days, I think it would be a great waste of labour to attempt to distribute library books to those prisoners.

2542. With regard to the limit of four months' sentence, do you think that it should be reduced to three months?—I do not see there is any objection to it, but at Pentonville it would treble the numbers and increase the work; for instance, if we have 60 now, and we were to do it, we should have 190 at least.

2543. In that case they would get seven or eight weeks?—Yes.

2544. Do you think that would be worth while?—I think it is very doubtful; we do not confine juveniles to that. I do not think it would be worth while—that is my opinion.

2545. Do you think that the limit of age excluding prisoners from education is satisfactory—40?—Yes; I think it is quite so.

2546. Do prisoners ever apply after that?—No, they do not; they often apply to be excused from school work when they are getting near that age, as they cannot do it.

2547. Supposing a prisoner applied for education after the age of 40?—I have never had any.

2548. If the chaplain recommended it would you approve it?—Certainly; our idea is to do the best we can for them—the public do not all think so.

2549. There is another point that has been referred to us for consideration, that is, whether lectures might be organised with advantage?—I saw it mentioned before. I do not think it would be desirable in local prisons where you get them for such short terms.

2550. But you have many for 9 months or 12 months?—We have, but the numbers are small. I do not think it would be desirable. I give it as my opinion, independent of anybody else. You would have to interfere with the work more than we do now; there would be a difficulty in getting a place to give them.

2551. (*Hon. Mrs. Talbot.*) Could not the chapel be used?—Personally, I should object to it. I think the chapel should be divested, so for as possible, of the surroundings of the prison, so that the men may recognise it as a place of divine worship. A large number that I get from the East End of London never go to a place of worship, and I think it is desirable that the chapel should be devoted to one purpose—it is bright and cheerful, and might lead to going to such places when they get outside.

2552. Have you a schoolroom?—No; speaking of prisoners as a class, they cannot, I think, give any constant mental attention to anything for any length of time, but they will quickly seize upon anything in the way of a joke.

2553. Supposing a lecture were given, would you give it to specially selected prisoners?—There would be a difficulty in selecting them. I think, in local prisons, it would be a mistake.

2554. (*Major-General Sim.*) Do you think it might be given some time between 6 and 8?—I should not like the prisoners brought out of their cells then. I think it is very desirable that every care should be exercised for the safety of prisoners after that hour.

2555. I was only meaning a few?—I do not think it would be worth it.

2556. That seems to be about the only time?—I do not think it would be safe to collect the prisoners at that time.

2557. I mean something very interesting in the way of "Thrift" or——?—I do not think good would result from it.

2558. (*Mr. Merrick.*) Do you think the men would appreciate it?—The old offenders would.

2559. Would they appreciate it for educational purposes?—I doubt it very much. I think the majority would rather have a book. Our chaplains and our schoolmasters talk to them on moral questions—of the advantages of doing right and the disadvantages of doing wrong, repeatedly.

2560. (*Chairman.*) Does the chaplain give a short address after morning prayers?—No, it occupies the whole of the time, we have only a quarter of an hour.

2561. We had it impressed upon us by one witness the advantage of the chaplain giving "straight talks" to the prisoners?—He would have to substitute it for the morning prayers—he could hardly do both.

2562. Your chapel is at 9 o'clock?—Yes

2563. Is that a special arrangement?—Ours is a special arrangement—where we have about 1,000 prisoners we cannot get them sooner into the chapel after the officers come back from their breakfast, we commence punctually at 9 o'clock.

2564. Have you had experience of convicts in local prisons?—I have had some at Wakefield.

2565. Do you think it would be advantageous to devote more time to the convicts during that period?—They should have every facility, I think, during that nine months—it is a favourable opportunity for instruction. I think it is desirable to do everything you can for those with years of imprisonment before them.

2566. Do you think that the present means of moral instruction are sufficient?—I do; I think that prisoners get more moral, religious, and secular instruction than the masses outside—and I think if these people who write to the papers would direct their sympathy to the thousands outside, instead of the hundreds inside, it would be more advantageous. Our chaplain is going round continually—our schoolmaster is attending to these people—they get much less attention outside. As to lectures, they are held in every parish in London, but anyone who has attended them knows how difficult it is to get audiences.

2567. Are there any suggestions you wish to make to the Committee?—No, I am not good at suggestions—more at carrying out orders. I think we are doing very well.

2568. (*Major-General Sim.*) You really think a change for the better has taken place in the behaviour of prisoners?—Yes.

2569. You seldom have unruly prisoners?—Very seldom.

2570. (*Hon. Mrs. Talbot.*) You do not have bad cases of forgery, or coining—vicious men?—I get the Central Criminal Court prisoners, and get a good many forgers among those.

2571. (*Major-General Sim.*) Do they take any particular line in improving themselves in prison?—No, I do not think so. Sometimes I get a prisoner who wants to learn a language, and go on the Continent, they are generally men who have been several times in prison who make such applications; I am afraid they want to put it to a bad purpose. They apply also for dictionaries. I tried to get those put down as library books, but I was not successful.

2572. You think the books are satisfactory?—Yes.

2573. You would not make any suggestion or alteration?—No, I do not think so.

2574. You said just now that you had no room or place for storing books at the end of the galleries?—No, not for the officers.

2575. You could not utilise a cell for that purpose?—It might be used.

2576. Supposing the officers had charge of the devotional books?—Yes, they would want to supply, for instance, Roman Catholic books and Jewish books.

2577. If a cell could be used, would that serve the purpose of a storehouse for every gallery?—Yes, it would.

2578. Do you think it desirable to collect the books on the last day—the day on which the man goes out—rather than on the day before?—There is no object in that unless the man might perhaps like to read.

2579. (*Mr. Merrick.*) You said that the prisoners could not give mental attention for more than about half an hour?—That is what I think.

2580. Therefore would you recommend the periodicals in preference to one-story books?—I am afraid few of them would be capable of much mental strain.

2581. You would not prefer, on that ground, that books of the "Quiver" and "Good Words" kind should take the place of the others?—I think there ought to be both kinds.

2582. Would you think that the schoolmasters should be certificated?—I think there is no advantage.

2583. You think that the moral influence is as good?—A certificated master has gone through a lot of training which is not required in prison.

2584. You said that you thought the education was sufficient—do you mean with regard to the number of lessons in the week, or do you mean that the time given is sufficient?—I think the facilities for education are sufficient, that is what I mean—our prisoners make wonderful progress as you will see by our chaplain's return.

2585. You think it is sufficient in quantity and quality?—I do. I think they have greater facilities for improving themselves than they have outside.

2586. Have you any experience of teaching in association in prison?—Yes, we had it at Chester; it was not a very great success there, and at Wakefield we had some. I think with the cellular instruction you can do much more to remove difficulties than by class teaching.

2587. You think that they would take advantage to break prison rules. I do not know whether they have done so in your experience?—We have not had many reports, but I know that they would do so.

2588. You think that they appreciate the lessons?—The majority of them do.

2589. Do they make use of it afterwards?—That I am not certain of, some of them no doubt do

2590. I take it that your general opinion is that everything that makes for good is a thing to be encouraged?—Certainly, sir.

2590*a*. Anything that disciplines the mind?—Yes.

Major J. KNOX called and examined.

Major J. Knox.

2591. (*Chairman.*) You are governor at Leeds Prison, Major Knox?—I am.

2592. And you are shortly to be promoted to Wandsworth?—Yes.

2593. I daresay you know you have been invited to attend here for us to ask you for the benefit of your views, do you think that the educational system is working satisfactorily and effectively?—No, I do not.

2594. Would you give your reasons?—I think the time is much too little— the time of the schoolmaster is frittered away.

2595. Do you mean that it is taken up by discipline duties?—I do not think so much the discipline duties as what is mentioned here—the giving out of books; it does not mean simply the giving of the book, and taking it away, each has to be inspected, and seeing that no scribbling is in it—it takes a very great deal of time.

2596. The chaplain is considered responsible for the books; is not that duty rather inseparable from the duties of the schoolmaster?—Personally, I should think not. You must remember that the population changes about eleven times in the year, and I think if you were to put a warder in charge of a certain number of books, and make these books more freely distributed, if you were to put these in charge of the officers of the wards, and let them be freely distributed, more especially to the unconvicted and the sick, you would save a great deal of time and have more efficient service.

2597. When you say distribute them more freely, do you mean without regard to any rule?—I do.

2598. An unrestricted distribution?—Yes; making the officers in charge of the wards responsible for those books. As regards unconvicted prisoners the officer in charge takes these books (*handing in a list*) about from cell to cell, interchanging them continually, and I have ventured to do that much in the infirmary.

2599. Do the prisoners in the infirmary get books now more than once a week?—I have ventured to do that and allow them more than one in a week.

2600. In order to carry that out you would require a store of books on each landing?—Yes, 50 books would not take up much space.

2601. By your plan you remove from the chaplain the responsibility for the books?—He would be responsible, inasmuch as he knows what books come into the prison. The books are regulated by the Commissioners, we have to select them from a certain list, but it is not my experience that the chaplain has much supervision.

2602. He always has been held responsible for the library books—what I mean is, would you not have a rather divided authority if you give out a certain number of books to each landing?—The chaplain knows what books are issued to each discipline officer.

2603. We supply the books and examine the demand, and are responsible for the supply of books to the prison; but when we have done that we hold that the chaplain is responsible for them — to individual prisoners?—Certainly.

2604. (*Major-General Sim.*) Then you would change these 50 books sometimes?—Yes, if wanted, but considering that the men on that landing are continually being changed, it would scarcely be necessary.

2605. (*Chairman.*) You never do, except to the unconvicted prisoners and the infirmary; if an ordinary prisoner applied, what would you do?—I should just ask the schoolmaster to say to the chaplain he had better have another book.

2606. Does he get it?—Well, a man has never said a second time that he had not had his book changed.

2607. (*Chairman.*) Would you make the officers of the ward responsible for examining these books to see if they are damaged?—I would, though I think it is carried a great deal too far, and takes a great deal too much time. The book must wear out, but I would make the officer responsible to see that there is nothing written in it to communicate to another prisoner, if possible.

2608. Would he be responsible for removing all the flyleaves?—That is done before they are issued.

2609. Is it not the case that prisoners sometimes tear out the leaves?—They do sometimes, but still I do not think the books are really enough value financially as to necessitate such a lot of supervision—probably they did not cost more than 2*s*. each.

(*Mr. Merrick.*) Taking the average price of the books I should think it must be nearer 3*s*. 6*d*. than 2*s*. The majority of books are expensive—5*s*., 7*s*. 6*d*., 10*s*. 6*d*., and 15*s*.

(*Witness.*) Do the bulk of the prisoners get this sort of book at local prisons?

(*Mr. Merrick.*) Yes.

2610. (*Mr. Merrick.*) It has been suggested to us that it would be an advantage if the devotional books and the slate were kept always in the cell as part of the cell equipment—do you think that would do?—I do not see any reason why it should not. I was suggesting just now that these books should be taken in by the warder —let him have charge of, say, 40 on that landing. He would be responsible for the supervision of the Catholic as well as the others.

2611. The suggestion was that they should always remain as part of the cell furniture, thus relieving the schoolmaster of constantly carting these books about?—I think it would be better to leave them in charge of the officer of the landing and that would make him take them up every morning.

2612. You think the slate might be kept in the cell always?—Yes.

2613. And marked with the cell number, so as to be part of the cell furniture?—Yes.

2614. Would you describe to us what other duties besides teaching your schoolmaster does?—He has discipline duties there at night—he comes on duty at night and Saturday afternoons and Sundays.

2615. Does he take his turn at evening duty between 6 and 8?—Yes.

2616. And his turn at sleeping in?—Yes, both on week-days and Sundays.

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2617. During the day does he devote his whole time to teaching?—Yes, I try not to call upon him for discipline duties. On the other hand it is a privilege to go down to the assizes, and he takes his turn at escort duty. That takes him off his educational work altogether during that time.

2618. Does he come on at 6 o'clock in the morning?—Yes, and goes off with the other officers.

2619. What does he do before 9 o'clock?—The first thing in the morning he gets the books, looks through them, prepares returns for the chaplain and so on, of men who have been received and who are going out on the next day.

2620. Does he assist in the clerical division of the prison?—No, not on the clerical staff.

2621. Nor as governor's clerk?—No; at Gloucester the schoolmaster does work in the office.

2622. (*Chairman.*) Yes, in many prisons they do. It is not part of the system at Leeds?—No, he does not know anything about it.

2623. Have you any class teachings at Leeds?—Very little.

2624. Any boys there?—Very rarely; that is a little point that has not yet been settled as to whether boys are entitled to be in class.

2625. You know it is one of the rules of this education that all juveniles under 16 years of age should have one hour's instruction daily in class, but prisoners who are ordered to be kept separate shall not be?—Yes.

2626. As a matter of fact it is the general practice to teach juveniles in class—do you think it is advisable?—Yes.

2627. Better than teaching in cells?—Yes.

2628. Have you any classes of adults—are prisoners in Class 1 taught in class for reading?—I should say not—I think not.

2629. Are you in favour of cellular or class instruction for prisoners?—I think adults are better kept separate.

2630. You say that not sufficient time is devoted to this education—can you make any suggestion with a view of adding to it?—There is a large number of prisoners who never get any instruction and, I think, would be very much better for it, and they are the prisoners who are medically unfit for hard labour and put on light labour—these would always be in their cells.

2631. Do they not get instruction now?—I think you might make a special regulation that these prisoners should have more instruction, inasmuch as outside they must earn their living more by their brains than their hands.

2632. Supposing that their sentences are four months and upwards, and that they are under 40, they would get instruction?—Yes; but there are very few who fulfil these conditions and who would be medically unfit—I would extend it to all those who are medically unfit, even the months men—they have nothing to do except picking oakum.

2633. Do you think it would be worth while to give them a month's instruction?—You must remember that two-thirds of the prisoners are, probably, less than a month's sentence. I think it is 64 per cent.

2634. Could you teach them anything effectively within a month?—I think it is worth trying rather than picking oakum. You might get good out of some of them.

2635. You think the experiment would be worth trying?—I do. Nearly 40 per cent. of my prisoners are unfit for hard labour in the first stage, even month's men; some of these are over age, but I should think there are 40 per cent. who are in the first stage, and who are not put on the treadwheel. These prisoners I should put on to education, whatever the length of the sentence.

2636. With regard to other prisoners, would you be in favour of reducing that sentence limit to three months?—Yes, I think so.

2637. A prisoner under sentence of three months would get about seven or eight weeks. Do you think it would be advisable?—Yes; many of them would get their full 13 weeks. A great many are in their cells instead of on the treadwheel. Three months' sentences are about 92 per cent. of them—three months and under.

2638. Do you think that the dinner hour might be utilised for education?—I do not think you would have a willing pupil.

2639. Supposing you gave a clear half hour for his dinner—he still has an hour in his cell before beginning work—do you think that advantage might be taken of that hour?—I do not.

2640. Do you think he would object?—I do not think he would give willing attention.

2641. He has from 12 till 1.30, he eats his dinner in about 10 minutes; what is he doing all the rest of the time?—Some of them read—some of them do nothing.

2642. Do they go on picking oakum?—Not a great many.

2643. Is that your only form of light labour?—That is all.

2644. Then between 6 and 8, I suppose, those prisoners, who are on hard labour when the tools are taken out of their cells, can read?—They have to pick oakum as well as their treadwheel.

2645. Do they do that between 6 and 8?—Yes.

2646. Do you think they would be better employed than picking oakum?—Yes.

2647. Do you think the schoolmasters might utilise the time between 6 and 8?—I do not see why they should not.

2648. You think he might use some of that time, but you would be against his going in during the dinner hour?—Yes, I think the man would rebel.

2649. Does the chaplain visit in the dinner hour?—Yes, but I do not encourage that.

2650. Did you ever know a prisoner object to that?—Yes, once.

2651. Do you think there would be any difficulty in the schoolmaster visiting between 6 and 8 with the reduced staff of officials at that time?—Do you mean danger? Oh, no, local prisoners are not convicts; 95 per cent. of the local prisoners are weak, and not wicked.

2652. As to the standards taught, do you think they are sufficient?—I do not know the standards as taught I do not understand just the difference between the standards—I have always considered that the chaplain's peculiar department.

2653. Do you think that the means of moral instruction for prisoners are sufficient?—There is no other source but the chaplain.

2654. Yes, the chaplain's visit and the teaching of the schoolmaster?—I see every man before he goes out and have a little talk with him.

2655. Do you think that everything is done for them in that direction that can be done?—Yes, I think so.

2556. I take it that the moral instruction consists in the visits of the chaplain and in your own visits to the prisoners?—Yes.

2657. And the schoolmaster?—I should not think that is very often the case.

2658. (*Hon. Mrs. Talbot.*) You would not like to see a system of lectures for selected prisoners?—In a parish, if you are going to have a lecture, do not you have to bribe the persons to come by giving them a tea? I think the calibre of the mind of the average prisoner is not equal to much in the way of lectures.

2659. (*Major-General Sim.*) Not a very short one on a subject that they would be interested in?—I think it is very doubtful.

2660. (*Hon. Mrs. Talbot.*) Like "Thrift," or "Botany," or "Temperance"?—Very few of them.

2661. (*Major-General Sim.*) Anything like that would just keep their attention?—I do not think their minds would be receptive enough.

2662. You do not think it would be the means of raising their minds?—Not for the bulk.

2663. But a selected few whom you might perhaps fancy were above the average, or the chaplain might recommend, say 10?—I should not see any objection to that at all but what I doubt is the receptivity of the mind.

2664. But you might be able to get hold of men like that by giving them a little interest which might improve them?—I should not like to throw cold water upon it.

2665. (*Chairman.*) You would not mind trying it as an experiment?—No, not at all, I should be very much in favour of that being done.

2666. (*Hon. Mrs. Talbot.*) Have you ever tried to give an address to your prisoners?—No, but I should not mind giving them a "straight talk" after service; in the afternoon we have no sermon.

2667. (*Chairman.*) Would your schoolmaster be able to give a lecture of that kind?—Well, he gave a lecture the other day to the Co-operative Society on the "City of Chester"—I dare say he might.

2668. It depends on the individual?—A very great deal. I think very often instead of a sermon we might give a "straight talk" to the men for 10 minutes on a secular subject—it is all elevation.

2669. (*Hon. Mrs. Talbot.*) About the women; have you any suggestions about improving them; do you think they get enough?—I should think generally they are much the same as the men in that way.

2670. And they like being taught as much as the men?—I do not know that they do not. In Leeds the type of women is a very low one.

2671. The lower they are the more one wants to do something for them?—Yes.

2672. Do you think anything should be done to raise their minds by any ——?—If you are thinking of Scripture readers, you must be very careful of the person that is brought in.

2673. Would you like to see any visitor?—I do not know; a great deal depends on the person—whether or not she is a very wise person.

2674. Do you think the schoolmistress has a good effect?—Yes, my schoolmistress has a good effect.

2675. Do you think the teaching of some industrial art would be a benefit?—I should like it immensely, if possible.

2676. You would approve of teaching the women in cells rather than in class?—I think so, especially where they come from the same neighbourhood of the same city.

2677. (*Chairman.*) I see you only have 17 eligible for instruction out of 89, so I take it you have an enormous number of very short sentences?—Yes, 66 per cent. less than 14 days.

2678. Have the visiting justices ever raised any question about the appointment of lady visitors?—No, none whatever.

2679. They never expressed a wish to have one?—No.

2680. Do you find, from your experience, any difference now in the general degree of education of prisoners of late years, as compared with when you first went to Gloucester?—I am not competent to judge that, except that you will find more men will sign their names than used to do.

2681. (*Chairman.*) Years ago I can remember that it was a very common thing to see their mark written by the schoolmaster?—Certainly, the reading and writing is greatly improved now; it is most rare now that a man cannot write his own petition. A man asks me sometimes to let the schoolmaster write his letter for him, but I tell him "No." If he really cannot do it, however, I send word to the schoolmaster that he is to do it.

2682. You find, with a little pressure, that the man can do it?—Yes.

2683. Is it simple laziness?—Yes, and a fear that they may not express themselves properly.

2684. They doubt their own capabilities?—Yes.

2685. He thinks he cannot do himself justice?—Yes.

2686. (*Mr. Merrick.*) With reference to a question which is now occupying our attention; what proportion of your members is absolutely illiterate out of 100?—I should not think 1 per cent.—not absolutely illiterate; but they are much sharper in the north than they are in the south—in the agricultural districts, no doubt, the proportion would be more.

2687. It has been suggested to us that about one-fifth are not able to read or write?—That is not the case with us.

2688. The return which I have here shows that there are about one in six who are eligible for instruction?—That is according to these rules of under 40 and over 4 months' sentence.

2688*a*. (*Mr. Merrick.*) Yes, including juveniles. It is one in seven in Leeds for men, and about one in five for women?—Yes, Mrs. Talbot was saying 17 out of 85.

2689. But you think these numbers are not accurate—they do not quite represent the literacy or illiteracy of the prisoners?—No, we have eliminated from that all those under four months' sentences.

2690. Do you think the limit of age is sufficient—40?—I think so, I should not bar them from education, but I do not think you would do much good with a man of 40 years of age having a month's sentence.

2691. But a prisoner over 40 years of age and a sentence of four months and over?—I think you might do some good to him.

2692. If he applied for instruction I take it you would allow it?—I do not think the prisoner knows enough to say "I should like to have instruction," unless he is an old hand—if he were over forty he would not, as a matter of course, be put in any class of instruction.

2693. Supposing he did apply you would exercise your discretion?—I should say "Certainly, let that man be taught."

2694. (*Chairman.*) Have you any suggestions that you would like to make?—If there are to be schoolmasters, free from discipline work. I think you ought to magnify their office, and I think you ought to give them a good uniform.

2695. A distinctive uniform?—Yes.

2696. (*Major-General Sim.*) Something like they do in the Army now?—Yes—it occurs to me that my present schoolmaster has been rather disrated—at Knutsford, I think it was, he had a principal warder's uniform, and I think his office ought to entitle him to that.

2697. (*Chairman.*) Now he ranks as warder?—Yes.

2698. He is really an ordinary warder acting as schoolmaster?—Yes, but there is no reason why he should not wear the uniform and rank as a principal warder.

2699. You would be in favour of relieving the schoolmaster of all discipline duties?—I would relieve him of evening and before breakfast duties.

2700. And of escort duties?—But he would not like to be relieved of that.

2701. He is either a discipline officer or he is not?—You mean as to escort?

2702. If he is relieved of all this, then he would not be a discipline officer?—No.

2703. Would you make him wear a uniform or plain clothes?—I should not be in favour of plain clothes. I think he ought to wear a uniform. I think that when a man is in charge of men in class he ought to be there in clothing showing that he has a rank.

2704. You would give him a distinctive uniform and relieve him of all discipline duties?—Yes, I think he should be relieved of evening and morning duties.

2705. Then he would not be entitled to go on escort duty?—No, but if the hours were reduced I do not think he would have anything to grumble at.

2706. You are strongly in favour of a uniform of some kind?—Yes, I am, very much, and of the better kind and higher rank.

2707. To rank as a principal warder?—Yes, give them a bit of gold lace and braid.

Mr. R. D. CRUIKSHANK called and examined.

Mr. R. D. Cruikshank.

2708. (*Chairman.*) You are governor of Durham Prison, Mr. Cruikshank?—Yes.

2709. What prisons have you been at?—I was at Oxford for 11 years, and then at Bristol for four years.

2710. Have you considered this question of the education of prisoners?—Yes, I have looked into it.

2711. Do you think the present system satisfactory?—No, I think it could be carried considerably further.

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I think there is a good deal of time wasted under the present system.

2712. Do you think the time given is sufficient?—No, it should be doubled, in my opinion; instead of a quarter of an hour, it should be half an hour each time.

2713. You mean half an hour twice a week instead of a quarter of an hour?—Yes, I think that would be better than the existing system of only a quarter of an hour.

2714. Can you suggest any mode of arranging it?—Yes, I have been thinking about utilising the dinner hour. I do not think I would recommend that, because it really is the only time when they are kept very quiet. If there was any talking or rapping, and teaching was going on during that time, the patrols would not know if it was a school pupil or someone else. I have thought the matter over with regard to teaching prisoners who are working out, and who are in the cookhouse, and I do not think anything would be gained, because, supposing I put the schoolmaster on during the dinner hour, I must make it up to him.

2715. Do you think the prisoners would object to it?—Not at all; it is the time for reading. I permit no working during the dinner hour.

2716. He eats his dinner in about 10 minutes, and the rest of the time he is reading?—Yes, it is supposed to be his quiet time for reading.

2717. Of course you would have to compensate the schoolmaster?—Yes, I cannot see what would be gained by it. The only object that could be gained is to teach the prisoners who are working out on public works during the day.

2718. Have you prisoners working out?—Yes.

2719. You have drainage work going on?—Yes.

2720. Do you always have prisoners working outside?—Ever since I have been at Durham. At the present time I have four men working out who are under school tuition.

2721. Do they lose the tuition?—No, we keep them in from the work.

2722. But you know the Act of Parliament says, that teaching shall be carried on provided it does not interfere with the hours of labour?—Yes, that is so.

2723. I suppose it is impossible to carry it out?—Yes, we cannot do it. Teaching between 6 and 8, two lessons a week, could be utilised very well, but you cannot utilise their meal hour.

2724. Why two evenings a week?—Well, Monday and Thursday he could do a good deal of teaching.

2725. What are your prisoners doing in their cells between 6 and 8?—Some are picking oakum, shoemaking, tailoring, all busy till 8 o'clock. There is another thing that is rather against teaching during the dinner hour, that is the patrols are weak—I think only three patrols, whereas between 6 and 8 we have six or ten. That is our general time for receiving prisoners; we have eight or nine officers instead of three at dinner time, it would not matter from 6 till 8, because we have plenty of officers about.

2726. You prefer class teaching?—Yes, I had it before, and I never saw any evil effects from it.

2727. Do you think the prisoners learn more in class?—I think so, and less waste of power. In cellular instruction, there is a great waste of time on the part of the schoolmaster.

2728. Does it often happen that a prisoner benefits more by individual teaching?—No, I do not think so; if the schoolmaster is any good he will prevent talking in class.

2729. Do the prisoners ever get reported in class?—I have never had a case, and I may tell you when I saw good teaching done in class the chaplain was always present with the schoolmaster, and he superintended it.

2730. Does he superintend it now?—No, we have no class except in Class 1.

2731. You say that these prisoners in their cells between 6 and 8 are going on tailoring, &c.; when are the tools taken out?—We take them out at 7.45.

2732. Prisoners at light labour pick oakum between 6 and 8?—Certainly.

2733. You would take that time two evenings a week for the purpose of education?—Yes, the schoolmaster would get every prisoner in the prison. My recommendation is to do away with cellular teaching altogether; if the governor and the chaplain of the prison looks after the classes, I do not see that any evil effects would take place.

2734. Have you a schoolroom?—Yes, not a very good one, but it will hold six nicely. If the schoolmaster is any good at all he will prevent them talking; if they do talk he will report them.

2735. How many would you put in a class?—Six; that is as many as one officer can look after.

2736. As to the schoolmaster's duties; does your schoolmaster do any discipline duties?—Until about two or three months ago he did nothing; when I went to Durham I resolved that I would not interfere with the schoolmaster-warder under any consideration; another one came to me only about two years ago, and he has discipline duty on alternate Saturday afternoons and alternate Sundays.

2737. He takes his turn with the other officers?—Yes.

2738. Does he take his turn at sleeping in?—Yes.

2739. He comes on duty at 6 in the morning?—Yes.

2740. Does he go on escort duty?—No, but by the fact of sleeping in he ought to.

2740*a*. Why does he not get it?—I do not know; he has only been doing that about two months; if he goes on escort duty, it would take him off teaching all day.

2741. He also assists the prisoners in writing letters?—Yes that takes a good deal of time.

2742. Have you many prisoners who cannot read and write?—Out of an average of 34 prisoners awaiting trial about nine cannot write; the schoolmaster has to write their letters.

2743. It seems a large proportion?—It is so in Durham.

2744. What do they consist of mostly, colliers?—Yes, pit men.

2745. Who have escaped school altogether?—Yes.

2746. (*Major-General Sim.*) You do not think if you squeezed them you could make them write their own letters?—No, I think not, not to get the sense.

2747. (*Hon. Mrs. Talbot.*) What number did you say it was per cent.?—About nine out of 34.

2748. (*Mr. Merrick.*) In a return we have here, we have 24 men out of 366 eligible for instructions; that would give one in 15, not one in four, as you are now suggesting?—That would be one of the chaplain's returns.

2749. Of course those eligible for instruction would come from the same class as those waiting trial?—Yes, of course, but I do not think I am overstating it if I say that nine out of 34 would be unable to write to their friends.

2750. (*Chairman.*) Do you think that the limit of four months is the proper limit?—No, I think I would go down to three months, and that would bring in several; for instance, the other day we had 95 males over four months, and 43 males of three months; I think that the three months' men should be brought in.

2751. They would get about seven or eight weeks' instruction?—Yes.

2752. Do you think it would be worth while?—I think it would.

2753. As regards the limit of age, do you give education if a man applies for it?—I never had an application.

2754. Do you think the standards taught are sufficient?—I think that a prisoner who is in for 12 or 18 months, I should teach as far as the schoolmaster can go—it may do him good when he goes out.

2755. But, generally speaking, you think the third standard is sufficient?—Yes, if he is a young man I should carry him as far as I could—I have known cases where a man came into prison totally unable to read and write, and before he went out he could read and write very nicely.

2755. How would you provide for that—would you leave it for the discretion of the chaplain?—Entirely.

2756. To give him such education as he thought advisable?—Yes.

2757. (*Mr. Merrick.*) You would not stop a man receiving instruction when he has reached the fourth standard?—I would not.

2758. You would continue it until his discharge?—Yes, so long as he goes on improving.

2759. Do you think the schoolmasters' qualifications are adequate?—I think not. I never knew a schoolmaster whose qualifications were sufficient to teach—I mean to say in comparison with a local schoolmaster or an army schoolmaster.

2760. Do you think the prison schoolmaster should be certificated?—No, I should not like to say that—but I think some of them have got through their examinations a little too easy—I think it should be a little harder.

2761. More so than the ordinary National school teacher?—No, not at all. I think the schoolmaster should have some knowledge of modern history, and some knowledge of geography.

2762. (*Chairman.*) Have you any views as to whether the schoolmasters should be discipline officers or not?—Yes, I have thought that over—I think, myself, that the uniform should be changed—I do not like them knocking about the prison in civilian clothes, but I would recommend that they should remain in uniform—I would give them a distinctive uniform, entirely different from other officers in the prison.

2763. Would you still keep him as a discipline officer?—In case of emergency, but I should entirely do away with their sleeping in, and their taking discipline duties on alternative Saturday afternoons—he might come in on Sundays and attend chapel.

2764. Does he help now in getting prisoners into chapel?—Yes.

2765. That is as a discipline officer?—Yes.

2766. You prefer to see it left in that way—to give him the powers of a discipline officer, but not to call upon him?—That is so; if the governors know that the Commissioners do not wish the schoolmaster to be interfered with, it would not be done.

2767. He is a sort of odd man?—Yes.

2768. Does your schoolmaster help in the clerical work?—No, he does not; that is a thing that I would like to say a few words about. I was governor of Oxford Prison a great many years—I speak from experience now—the schoolmaster should not be permitted to assist the clerk in charge of the stores at all in my opinion; if the clerk wants any slight assistance, the chief warder in charge may help him a little; in a small prison I do not know how he passes his time I am sure. I should not relieve him of all discipline duties; I think it is looked upon as a matter of right that the schoolmaster should assist the clerk in these small prisons.

2769. It has been put before us that a good deal of time of the schoolmaster is taken up in removing the devotional books from the cell, taking them up and putting them back, and it was suggested to us that the devotional books and the slate should always remain in the cell, as part of the cell equipment, and be examined by the ward officer instead of by the schoolmaster; what do you think of such a plan?—I do not think it would do at all; to-day you have a Church of England prisoner, to-morrow a Roman Catholic comes in; there must be a change.

2770. You do not think it would work?—No, I do not think so. Besides, the books must be examined, I think the right way is to collect the books the previous afternoon, about 5 o'clock, before the prisoner is discharged, and have the schoolmaster examine them.

2771. Do you punish the prisoner if he is going out the next day, and his book is damaged?—Yes, keep him till 5 o'clock.

2772. That is all you can do?—Yes.

2773. And as regards the slates?—I have always thought that the slates should be part of the cell equipment, and if that was so you would find less scribbling upon his dinner tins.

2774. (*Mr. Merrick.*) Those who do that would be generally illiterate?—No, I do not think so.

2775. (*Chairman.*) Do you think the present means of moral instruction are sufficient?—I do not think we have any except the services week days and Sundays.

2776. And chaplain's visits?—I think he visits them more for the information, to make up his books.

2777. I suppose we may take it that the visits of the chaplain are a means of moral instruction?—Yes.

2778. You frequently have interviews with the prisoners?—Yes.

2779. We may take it that that also is a means of moral instruction?—Yes, if I can advise a prisoner I always do.

2780. We have to consider the question of whether lectures might be organised with advantage?—Yes, I have thought that over, and I think it would have to be left to the governor and chaplain to select the lecturers; it would not do to refer to the Commissioners each time.

2781. How would you organise them, should they be given in the prison; would you select the prisoners to begin with?—If you want to do the prisoners good you must be careful whom you exclude. I should say let all of them have it.

2782. In chapel?—It is the only place; it is not a consecrated building.

2783. You see no objections to that?—Not at all.

2784. You think the chaplain would not object?—Our chaplain would not object. What I should recommend would be for the Commissioners to make the order, and not mind the objections.

2785. (*Hon. Mrs. Talbot.*) Do you have a good musical service in your chapel?—Yes, we have a very good harmonium, and now we have a young fellow to play it who is assistant organist at the cathedral; for my part I always like to hear plenty of singing in the prison chapel.

2786. Do you ever have preachers from outside?—No.

2787. Do you have choir practice?—Yes.

2788. What day?—On Saturday from 11 to 12.

2789. (*Chairman.*) I suppose the chaplain knows it is quite open to him to get any outside assistance?—I do not think he would do that without an order from the Commissioners.

2790. It is not the practice to do it at your prison?—No. As regards the schoolmasters, I would give them a Sunday off and let them come in every other Sunday, but not for discipline duty.

2791. Do you think he might do any good by visiting prisoners in their cells after service on Sunday?—Certainly, but there would be very little time; things are rather in a hurry up to 4 o'clock. In the morning the officers have to serve the breakfasts, then they go to their own, when they come back we have exercises, the bulk of the prisoners have their exercise from 9 till 9.30, and the convicts from 9.30 to 10. Then the chapel bell goes at 10.15. After chapel is over the dinner has to be served, and then there is afternoon service, so that I do not see that much could be done.

2792. (*Mr. Merrick.*) What duties would you give him on a Sunday?—I am against the schoolmaster-warder having anything in the shape of discipline duties. I can find him plenty of work without that.

2793. (*Chairman.*) You have some convicts at Durham; do you think it would be advantageous to give them special instruction during the nine months that they spend in local prisons?—A great many are educated, they have been educated in convict prisons.

2794. Taking convicts who are in for the first time?—Then I would take them as far as I could go.

2795. Is it your experience that convicts are as a rule better educated than local prisoners?—Yes, it is; why I do not know.

2796. What clerical work has the schoolmaster to do?—He has three lists to make out every morning for the chaplain. The prisoners for reception, giving the age, name, sentence, and location; then he makes out a list of discharges, and he also makes out a list showing the name and location only, of those who wish to see the chaplain.

2797. Do you think that should be done by discipline officers?—No.

2798. Do you think it is inseparable from the schoolmaster?—If anyone else did it but the schoolmaster, I should say that the clerk in the discipline department should do it.

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2799. (*Mr. Merrick.*) Does the schoolmaster go round with the chaplain and go into the cells?—He does not.

2800. (*Chairman.*) Have you any lady visitor?—Yes, we have.

2801. One?—Only one; we have rather a bad class of female prisoners at Durham.

2802. (*Mr. Merrick.*) Do you think the women appreciate the teaching?—Yes; I think the women are better educated than the men.

2803. Do you think the age limit of women is a satisfactory one?—There is very little education among the women in prison, owing to the short sentences.

2804. Would you begin the instruction earlier in a man's imprisonment than after the first month?—No; I do not think I would give instruction until he comes off the wheel after the first month. If a prisoner misconducted himself, I would deprive him of going to instruction for a week or a fortnight.

2805. You think he would feel that?—Yes.

2806. Do the male prisoners appreciate the instruction?—Highly.

2807. (*Hon. Mrs. Talbot.*) It has been suggested that those who are not put on the full amount of labour might have rather more teaching—medically excused from first-class hard labour?—I think if they had what I suggested, if the present tuition was doubled, it would answer the purpose.

2808. (*Chairman.*) Supposing that three months' prisoners were included for the purpose of education, and your schoolmaster were relieved of all discipline duties, would he be able to teach all the prisoners?—He would; but he would have to be relieved of some of the care of the books. I take it in Durham the care of the library books takes him one hour a day—the care of the devotional books—giving them out to the incomers, and taking them away from those going out, another hour a day—that is two hours gone. If the time is doubled for school tuition he would have to be relieved.

2809. How would you arrange for that?—I should appoint another man.

2810. Who would you propose to appoint?—Another warder.

2811. (*Major-General Sim.*) You do not think that an assistant warder might have a certain number of books told off to him?—Then you would have the books all over the place in 20 different places. I think they should all be in charge of one man, who would be responsible for the issuing and collecting.

2812. Instead of every book coming under the ken of the schoolmaster, the warder, if he had 40 cells, would have, say, 50 or 60 books, and thus the labour would be divided a good deal, but you do not think such a system would work?—No, I think one man should have all the responsibility; I do not think that would do at all.

2813. (*Mr. Merrick.*) When the medical officer confines a man to his cell or to the hospital, does the man have any library book given to him?—If he is entitled to one.

2814. Not otherwise; not because he is sick?—No, when I visit the hospital if I find a prisoner who has not reached the third stage reading a library book I should call the officer to account, as it would be against the rules.

2815. (*Chairman.*) Would you give first-stage prisoners a library book on Sundays?—I should not to a prisoner in the first stage, but I think I would reduce the time. I would give a man a library book one month after he comes in. I think that might be done.

2816. (*Major-General Sim.*) Every day, you would?—Yes, to be changed once or twice a week.

2817. (*Chairman.*) He should become entitled to it in the second stage rather than in the third?—Yes. I think the rules now are rather harsh.

2818. Are there any other suggestions you would like to make to the Committee?—No, I do not know that I have anything, except that I think, as I said before, that I should leave it open to the governor and chaplain to select lecturers and bring them in.

2819. (*Mr. Merrick.*) How frequently would you have the lectures?—Every week; in Durham we should get plenty of people to come. I think the chaplain, instead of reading the morning service on the six week days, should give the prisoners a discourse on different subjects, such as moral instruction, and thrift, and temperance, and a whole lot of things.

2820. (*Chairman.*) That would require an alteration in the Act of Parliament, as it says that prayers shall be read. Do not you think it is a desirable practice to give a short discourse?—I think so. You see it is the same thing every morning, and of course the prisoners get used to it, and it is monotonous.

Mr. J. Howard.

Mr. J. HOWARD called and examined.

2821. (*Chairman.*) Mr. Howard, you are now governor of Cardiff Prison?—Yes, I am.

2822. Will you state what your prison experience has been?—I joined the prison service in 1857, at Manchester. From thence I went to Devizes in Wiltshire, and afterwards to Cardiff.

2823. Would you give us the benefit of your experience as regards education in prisons—do you think it is worked satisfactorily and effectively?—So far as the size of the prison over which I have control, I think so; there is a schoolmaster-warder, and he attends to the education of the prisoners.

2824. Do you think sufficient time is given to it?—He gives four afternoons a week, from 2 to 5.30, that is 14 hours a week, to it; on Thursday he exchanges all the library books; on Saturday afternoon he is either off duty or doing duty with the discipline officers.

2825. Is the education always given between 2 and 5.30?—Yes.

2826. Then he visits the prisoners in their cells?—Yes.

2827. He takes that time out of the hours of labour?—Of course he does, but there is little time taken from each prisoner—it varies according to the requirements of the prisoners—one may be better educated than another, and would require less time—would more easily grasp what he was taught—and others would require more time.

2828. Would you say that every eligible prisoner gets on an average two lessons of a quarter of an hour each per week?—Yes, I should say so.

2829. I see, according to my return here, you have a daily average of 27 male prisoners for education out of a population of 185?—Yes.

2830. That means 54 lessons a week; does the schoolmaster get all that in?—Yes, I should think he would be able to visit them, but he could not give very much time to each.

2831. Do you think that the present time given is insufficient?—If the prisoners are to be educated, perhaps, it is not sufficient; I may say that in the limit laid down for educating the prisoners, that is to say, over four months, and under 40 years of age, there are not many. I think last year, ending December, there were 98 only that came under that for tuition out of a population of over 3,000.

2832. But your daily average is about 27?—Yes, it would be about 27.

2833. Do you see your way to extending the time given to education at all?—Not as a discipline officer.

2834. What discipline duties does your schoolmaster-warder perform?—He comes on duty at 6 in the morning, he attends to a wards with 18 cells, and prepares a list of admissions and discharges for the chaplain.

2835. Does he attend to petitions?—There are very few petitions, but he would write one were it necessary.

2836. (*Major-General Sim.*) Have you many illiterate prisoners?—Yes, a good number.

2837. (*Chairman.*) Does he takes his turn at evening duty?—Yes.

2838. And sleeping in?—Yes.

2839. And alternate Saturday and Sunday off?—Yes.

2840. Does he go on escort duty?—Yes.

2841. Do you think such duty as helping to write letters and petitions should come under the schoolmaster?—I do not see why he should not do them;

there is no one else to do it. I do not think the officers generally are able to write a petition.

2842. As regards applications to see the chaplain, why should not that be done by the ward officers?—Any application to an officer to see the chaplain or to see the governor would be made, in the one instance to the schoolmaster, and in the other either direct to me or the chief warder.

2843. Does he take any part in assisting in clerical work under the storekeeper?—No.

2844. Do you think that the dinner hour might be utilised by the schoolmaster, supposing that time were given to him?—If the time were taken up by him, and time allowed to him for compensation, it would take him away from disciplinary duties, and I think I should object to his visiting prisoners during the time the main body of officers were away.

2845. Do you think he might employ his time between 6 and 8?—There would be a stronger objection to that.

2846. You of course have only one or two patrols during dinner, but you have more officers on between 6 and 8?—Yes, but they would be all locking up.

2847. How many officers would you have generally?—Four.

2848. You do not see your way to utilise it?—No, I I do not.

2849. Have you any views as to the schoolmaster wearing uniform or plain clothes?—I am in favour of every officer wearing uniform except the governor, chaplain, and surgeon.

2850. Do you think he should have a distinctive uniform?—He might have a distinctive uniform.

2851. Would you relieve him of discipline duties altogether?—Yes, if another were sent in his place; it is a matter of staff entirely.

2852. You could not spare him from the discipline staff now?—No, I could not.

2853. Does he take any part on Sundays in getting prisoners into and out of chapel?—Yes, he does.

2854. Would it be possible for him to visit prisoners in their cells on Sunday afternoon after 4 o'clock?—Yes, if it were necessary, but I think the chaplain affords as much moral instruction as is advisable.

2855. One of the points we have to inquire into is as to what are the existing means of moral instruction, and whether they are sufficient?—There is the morning service, and frequently the chaplain gives moral lessons at the same time, and also on Sundays.

2856. Does he ever give any short address after morning prayers on week days?—Yes, he gives a short address, or reads a chapter in the Bible.

2857. Do you approve of the present limit of sentence of four months?—I should reduce that, I think.

2858. To what extent?—Of the 3,000 prisoners coming in last year, only 98 were of four months and upwards, and if it were reduced to three months, it would not make much difference; my sentences are very short.

2859. Your schoolmaster would be able to teach them all if it were reduced to three months?—The difference would not be very great.

2860. (*Mr. Merrick.*) Your sentences are mostly for drunkenness?—Yes.

2861. (*Chairman.*) Do you approve of the present limit of age to 40?—No, I think any prisoner who requires education should be taught irrespective of age.

2862. Do you ever have any application over 40 years of age?—If any prisoner wishes to learn at that age, I use a discretion.

2863. You prefer to leave that open?—Yes, to instruct any prisoner over 40 years of age.

2864. Practically you have that now?—Yes, but the advantage is not very much, having education over 40 years of age. It is of much greater advantage to have it at a younger period.

2865. Do you have any juveniles?—We have not many, and the sentences are so short there is no time to educate them.

2866. They are not taught in class?—No.

2867. The rule is that juveniles shall have an hour's instruction daily?—Yes, but we never have sufficient for a class, and we have no room for a class.

2868. (*Mr. Merrick.*) You give them no education at all, because the sentence is short?—That is so.

2869. (*Chairman.*) Which are you in favour of, cellular or class education?—Class education, if limited to number and well supervised.

2870. But you have no means of holding classes at all?—We have not.

2871. Would it be possible to organise a class in the corridor?—In the open corridor?

2872. Yes?—It would be possible, but I should scarcely think it would be a wise thing to do. I might suggest that instead of cell instruction it would be a good thing if the schoolmaster had a large cell, or room, in which he could have the prisoners brought to him—the cells are often foul and not pleasant to be in—I think the education might be more efficient if the men were brought to his room.

2873. (*Chairman.*) It would also save the time of the schoolmaster?—Yes.

2874. (*Mr. Merrick.*) Would there be any objection to the appropriation of three or four cells together for the purposes of education?—No, no objection to that at all.

2875. Could you locate prisoners in contiguous cells for the purpose of education?—It could be done, but it might interfere with other matters in connexion with the prison.

2876. With the labour do you mean?—Yes.

2877. They are located now chiefly with regard to industries?—No, the long sentences I put on the first landing; in the A wing we have the prisoners for hard labour, or light labour; the shorter wing is for prisoners for trial.

2878. All hard labour prisoners are located in one wing?—Yes.

2879. Have you a sufficient supply of books at your prison?—Yes.

2880. How often are the library books changed?—Every week.

2881. Once a week?—Yes.

2882. If a prisoner made application for a change of books, would you allow it?—I should allow it to be changed if I thought his reason was a good one.

2883. Would you extend the privilege of a library book to prisoners in the first or second stage?—The first stage I look upon as corrective punishment, and I do not think I should be inclined to do that beyond giving them a book of moral instruction. I see no objection to a man after his first month having those books.

2884. That is to say, you would give them to second stage prisoners?—Yes, if the conduct and everything else is satisfactory.

2885. Would you be in favour of giving a library book to a prisoner in the first stage on Sundays only?—I should have no objection to it at all.

2886. Do you think it would be a good thing?—Yes, it would keep them quiet, instead of walking about their cells.

2887. They have their book of moral instruction, but that does not keep them quiet?—No.

2888. (*Hon. Mrs. Talbot.*) What does a woman do in her cell?—She sits there or walks about.

2889. (*Chairman.*) Would you be in favour of the devotional books and the slate being kept in the cells as part of the cell equipment?—I do not think it is of any use there. The schoolmaster collects the day before discharge the book of every prisoner for discharge, and examines them thoroughly, and reports if there is anything wrong with them, and he issues the books when they are all right.

2890. Do you see any difficulty in the ward officer doing that if the books were placed under his charge?—The ward officers have a great deal to do, and they would not be able to give that minute examination to them; I think it is as well to leave it in the hands of the schoolmaster.

2891. Do you think it would lead to difficulties with the Roman Catholic prisoners and *vice versâ*?—No.

2892. Do you think the slates might remain in the cell?—I have no objection to that.

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2893. (*Mr. Merrick.*) Do you take away the books from the men 24 hours before they are discharged?—Yes.

2893*a*. So they have no book whatever during the last 24 hours of their imprisonment?—Well, the last 12 hours practically—these books are taken away and examined the middle of the previous day. If there is any writing, or improper marks in them, I find it an excellent plan to keep him as long as I can on the day of discharge.

2894. (*Chairman.*) They are collected the day before discharge?—Yes, they are not left till the afternoon.

2895. (*Mr. Merrick.*) Practically, a man who came in or three days would not have a book at all?—He would have the devotional books.

2896. (*Chairman.*) About the women at your prison, you have about six for education?—Yes, our highest number was 10 in one year.

2897. Do you find they appreciate the education given to them?—Yes, and I think they make more progress than some of the men; I have seen some of their slates, and I have been astonished at the excellent work that has been done.

2898. Have you lady visitors at your prison?—No.

2899. Has one ever been suggested?—No.

2900. The visiting committee have never suggested it to you?—No.

2901. Do you think it would be advantagous to have a lady visitor?—I do not think it would; it would open the doors to interference with the discipline.

2902. (*Mr. Merrick.*) Do you approve of the age limit of 40 with reference to women?—I do not see why the limit should not be reduced.

2903. Do you think they make much progress after they are 40 years of age?—I would give them the opportunity.

2904. Do your female prisoners mostly come in for drunkenness?—They do.

2905. Have you considered the question of whether lectures might be organised?—I do not see any objection to it if the lectures were plain discourses—simple lessons on moral subjects—in considering that I thought about the miners, and if lectures in a simple form could be given to them showing the dangers that there are in coal mines, although, to a certain extent, they are practically acquainted with them—still I would give them the theory, and show them how it might arise from their negligence—I think lectures of that kind might be of use.

2906. Should they be given to prisoners generally, or to selected prisoners?—If they are of a very interesting character, I do not see why they should not all hear them.

2907. Where would you have them?—In the chapel.

2908. Do you think your chaplain would be likely to object?—No, I do not think he would.

2909. When would you propose to find time for it?—I should take off one day a week from the chaplain—the men go to morning prayers six days in the week, and I think they would go as willingly to a lecture.

2910. You do not see any difficulty?—No, not for one morning in the week.

2911. (*Major-General Sim.*) Sunday afternoon?—Yes.

2912. In chapel?—Yes.

2913. Any sermon in the afternoon?—Prayers only, but we have the Roman Catholic service in the afternoon coming soon after. I think it would be better one morning in the week.

2914. Do you have alternate services?—Church of England service in the morning and afternoon, and the afternoon service for the Roman Catholics.

2915. Your chapel will not take in both religions?—It would for the purpose of a lecture, but both religions would not meet as religious bodies.

2916. They might for the lecture?—Yes.

2917. Your chapel would hold them all, and the Roman Catholics might agree that they should come in for the lecture?—Yes. As regards the women, some little time back they were on one side of a partition and the men on the other; we now have the men alone and the women alone.

2918. (*Mr. Merrick.*) Two services on the same day, on the week day?—No, Mondays, Wednesdays, and Fridays for the men, and Tuesdays, Thursdays, and Saturdays for the women. Sunday morning for the men and Sunday afternoon for the women.

2919. How many out of 100 are not able to read and write?—I should think 10 per cent.

2920. Do you teach Welsh?—No, only English.

2921. Does your schoolmaster speak Welsh?—Yes, and the chaplain also.

2922. You think that the number of lessons given in the course of the week is sufficient, two of a quarter of an hour each?—It depends upon the state of the man; if he were a receptive man two might be enough, others might require more.

2923. Generally speaking, you think a quarter of an hour twice a week is quite sufficient?—Yes.

2924. Would you be in favour of extending the standard of education in prison; at the present time it does not go beyond the third, would you extend it to the fourth?—Yes.

2925. Even further?—I do not know that you ought to go much further than that. I think we ought to consider a prison as a place of correction, not as a board school; one would expect by this time that, the Education Act having been in force 26 years, we should require no schoolmasters in prison; I do not see any objection to the schoolmaster teaching to the utmost of his ability in the time at his disposal.

2926. Would you leave that to the discretion of the chaplain?—Yes, I do not see any objection to that.

2927. Do you find the prisoners generally appreciate the education given to them?—Yes, one man thanked the schoolmaster that he had been taught reading, and said that now he should be able to get a newspaper on the Saturday night and read it to his wife instead of going to the public-house to hear the news.

2928. Have you any suggestions to make?—No, I do not think so, except that the schoolmaster should have a room where he would have his black board and appliances.

2929. (*Mr. Merrick.*) In other words, you advocate teaching in association in preference to cellular?—If under good supervision.

2930. (*Major-General Sim.*) You do not mind association teaching?—No, if the supervision is thorough.

2931. How many would you consider the right number?—12 or 15.

2932. You require a good deal of room?—Yes.

2933. (*Mr. Merrick.*) Without supervision, how many would you have in?—I should not approve of any; the schoolmaster must necessarily turn his back on his class at times.

2934. (*Major-General Sim.*) About the danger of visiting in the dinner hour, still there are your instructors going round giving those 14 hours a week, they have got to catch the prisoners at all sorts of times?—If the prisoner is in his cell he is sent for, and is got ready for the schoolmaster. The officers need to be constantly moving about. I had an instance at Devizes Prison. In the dinner hour a man rang his bell and wanted a letter read. The officer of the ward foolishly opened the door and read the letter to the prisoner, and in turning away the man struck him with a knife and nearly killed the officer, and afterwards got penal servitude for life.

2935. (*Chairman.*) You think that is a danger that ought to be guarded against in all prisons?—Yes.

2936. *Major-General Sim.*) That might happen to any schoolmaster or warder?—Yes.

2937. Hitherto we have been told of the exemplary conduct of prisoners?—I think the prisoners' conduct is exemplary—when they are well looked after. I never allow an officer to go into a cell alone during the dinner hour or after supper.

2938. (*Chairman.*) Does you chaplain visit during the dinner hour?—No.

2939. When he visits in the morning does the officer attend him?—No.

2940. You think it is quite as dangerous for the chaplain?—Well, they have more respect for the chaplain, and I may say that my chaplain is a very good, strong man—I hold that no prisoner ought to be punished simply because the warder reports him—the officer does his duty by reporting him, and the rest is for the governor.

2941. I am afraid prisoners do not all look at it in that way?—No, not always.

Colonel H. B. Isaacson called and examined.

2942. (*Chairman.*) You are Governor of Reading Prison, Colonel Isaacson?—Yes.

2943. Would you say that the system of education is working satisfactorily?—In a small way. We had to go back nearly five years in the Educational Register to get 50 completed cases of adults.

2944. Do you think the time given is sufficient?—No, I think a little more might be given.

2945. (*Major-General Sim.*) What sort of men do you get?—Our daily average is 150 men.

2946. What are they, generally?—About 45 of them are soldiers from Aldershot, and recently we have had about 35 convicts for their first nine months.

2947. (*Chairman.*) You have an average of about six prisoners for education out of a population of 146—that is about the number?—Yes.

2948. And a schoolmaster-warder?—Yes

2949. Does he do discipline duties?—Recently, no.

2950. Is he appointed to assist in clerical work?—No.

2951. How is his time divided between teaching prisoners and clerical work?—All teaching is done in the morning, between chapel and dinner hour—the afternoon he devotes entirely to clerical work.

2952. The teaching is only given in the morning between 10 and 12?—Yes.

2953. Is that every morning?—If he has anybody to teach—they do not get the lessons every day.

2954. What do they get?—A quarter of an hour twice a week.

2955. In the cell?—Yes.

2956. Your average is about six prisoners—that means he has to give 12 lessons a week?—Yes.

2957. I suppose there is not much difficulty in doing that?—None whatever.

2958. Does he do any discipline duties?—Before breakfast.

2959. Does he do any in the evening?—No.

2960. Any sleeping in?—We have arranged that he shall take the duty of any officer who is away sick—it works fairly and very much better—he is not supposed to come on before 8 o'clock. He is not supposed to do evening duty, exactly, and at the same time he is available to some extent.

2961. On Sundays?—He takes his turn the same as a discipline officer.

2962. Does he go on escort duty?—He does a little escort sometimes. I consider if he sleeps in he is entitled to his turn at escort duty.

2963. You think, on the whole, it is worked very well?—Very well, indeed.

2964. You think that not sufficient time is given?—Yes.

2965. How do you propose to get it in?—You cannot get it in without taking from his other work. I think if the education remains as it is, and only those men are available, as laid down by present rules; he ought to double the cellular education—half an hour instead of a quarter of an hour.

2966. Take it out of the men's labour?—Certainly.

2967. Do not you think the dinner hour might be utilised?—I am not quite clear about that.

2968. Supposing you gave him a clear half hour—there would still be an hour?—It might work; but one does not quite like interfering with the men's dinner hour.

2969. Do you think the men would object?—If they were anxious for education they would not.

2970. It seems to me that, supposing you let him go off duty from 1.30 till 2.30, he might from 12.30 to 1.30 be employed in teaching without interfering with the labour?—It would certainly not interfere with the prisoners' labour.

2971. I want to know if you see any objections to that, and if so, what?—That is giving him another hour's teaching a day—from 12.30 to 1.30. It is deliberately taking him an hour away from his clerical work.

2972. Do you think the clerical work would suffer very much by that?—As it is my clerical work is very much pushed.

2973. I am only endeavouring to ascertain what objections there are to that—do you think it would work?—I think it would work perfectly if the clerical staff can spare him for that hour.

2974. Do you see any objections to the schoolmaster visiting the cells when there is only the patrol in the wards?—No, I see no objection to that.

2975. Do you think there is any danger of a prisoner taking advantage of him?—No, I do not see any difficulty in that at all.

2976. You do not apprehend any difficulty?—No, certainly, not in my prison.

2977. Now, between 6 and 8 o'clock in the evening—are your prisoners going on with their work?—Yes, up till 8 o'clock.

2978. What are prisoners doing who are excused hard labour?—I have only two things—the coal sacks and the oakum, and any man for light work would have the one or the other.

2979. When are the tools taken out of the cells?—Eight o'clock.

2980. Do you think that any part of the time between 6 and 8 might be made use of for education purposes?—Yes; if you use that time for instruction you must lessen the man's task a little—a good many prisoners are quite able to complete their task at 6 o'clock—some are experts.

2981. But if they have finished their task at 6, what do they do afterwards, would they be allowed to read?—Certainly.

2982. Probably there would be a good many prisoners who would be reading in their cells?—Certainly, a good many.

2983. Do you think the schoolmaster might make use of it?—Yes.

2984. Of course, you would have to allow him some other time?—Yes, that is more time out of the office.

2985. What time does he spend there in the afternoon?—He is there from 1.30 till 5 o'clock in the afternoon.

2986. What does he do for the clerical department?—Copying and the register, and anything that the storekeeper asks him to do.

2987. How many clerks have you?—Two.

2988. In addition to the schoolmaster?—In addition.

2989. The great object is that neither the discipline nor the clerical staff should suffer very much, but it seems to me that your prison arrangements are such that it is quite possible to arrange for more time to be given?—In the winter months we certainly could give more time, but, practically, all the summer, from the 1st of May, we have an officer on leave. The officers infinitely prefer their leave even in November to March or April. I always encourage as much leave before May as possible, but then it is compulsory.

2990. Or else they may lose it?—Yes.

2991. (*Major-General Sim.*) Which is the busiest time in gaol?—July; Ascot week is an unknown quantity. I have had as many as 48 and 49 prisoners from Ascot, the last two years only 14 and 19. The agricultural show at Windsor brought me over 40 prisoners.

2992. (*Chairman.*) Could your schoolmaster usefully visit prisoners in their cells on Sunday afternoon?—No, I do not think I could spare him for any visiting.

2993. He is entirely a discipline officer on Sundays?—Yes.

2994. Are you in favour of class or cellular education?—I infinitely prefer cellular education.

2995. On account of the separation?—Yes.

2996. Have you ever seen class tried in prison?—No, very rarely; I am afraid I am rather speaking without much experience about the class education.

2997. Are your prisoners in Class 1 taught in class?—Yes, in the schoolroom.

2998. Do you have any juveniles at Reading?—Very rarely, except reformatory boys.

Colonel H. B. Isaacson.

13 Mar. 1896.

2999. If you had two or three would you have them taught in class?—Yes.

3000. Are you in favour of the present limit of four months sentences, or do you think that it might be altered?—It might be usefully altered if you gave the schoolmaster more time for the education.

3001. To what extent?—It might be extended to three months' sentences if the men have double the time now allowed for instruction.

3002. Supposing it were reduced to three months, would that materially augment the number of your prisoners for education?—No.

3003. Do you get many prisoners for three months?—Yes.

3004. Still, if you extended the schoolmaster's time he would be able to teach these?—Yes.

3005. Beyond that you would not go?—No.

3006. Do you approve of the limit of age to 40?—Yes.

3007. Do you approve of that age for women, too?—Yes.

3008. You think it applies to one as well as the other?—Yes.

3009. (*Major-General Sim.*) I suppose yours are mostly short sentences?—We have a large proportion of sentences over six months. Then there are 40 or 50 courts-martial cases, and sometimes over 50.

3010. Most of those discipline or crime?—Striking a superior officer and cutting saddles at Aldershot, felony, &c.

3011. (*Chairman.*) I suppose you find, as a rule, they are fairly educated men?—Yes.

3012. They do not require much instruction?—Very little.

3013. So that they do not add to the schoolmaster's duties?—No.

3014. You have convicts at Reading?—Yes.

3015. How many?—29. I have gone up to 52.

3016. Do you find that they are generally a better educated class of men than the local prisoners you receive?—I do not know that they are; they are fairly well educated, some of them very well educated.

3017. They remain with you for nine months' separate confinement?—Yes.

3018. Do not you think a great deal in education might be done for them during that period?—Of course there might.

3019. Do you think it would be an advantage to teach them as much as possible?—Yes; the hardest punishment you can give to a man is to confine him to his cell. Many a man would rather do three days' bread and water than he would three days' separate confinement.

3020. Do you think that the standards taught in prison are sufficient, having regard to the growth of education generally?—I think, with long sentence prisoners, you might go a little further.

3021. Up to the Fourth Standard?—Yes.

3022. In the convict prisons we teach up to the Sixth?—Do they?

3023. Is this Third Standard adequate compared to the great growth of education outside?—I should very much prefer, if it could be done, to teach them some trade after they have passed the Third Standard—teach them something to do with their hands.

3024. (*Mr. Merrick.*) It has been represented to us that the Fourth Standard is enough to enable a man to make use of the education, but the Third Standard is not; is that your experience?—That all depends upon the man.

3025. Supposing a man came in with a two years' sentence; would you continue his school instruction till the time of his discharge?—I should very much like to continue it to the Fourth.

3026. Then you would stop?—Yes.

3027. It has been suggested to us that he might be instructed to the last day, practically, of his sentence?—Yes, he might; but I would very much prefer that he should be instructed in some trade, instead of going up to the Sixth.

3028. (*Major-General Sim.*) Your prisoners are probably those where hand power would come in rather than brain power?—Yes; but no hand power is fit for much without some brain power.

3029. (*Chairman.*) Are you satisfied with the qualifications of the schoolmaster; is he sufficiently well qualified?—Sufficiently well to teach to the Third Standard.

3030. Are you satisfied generally with his qualification?—Certainly, if it is simply to teach to the Third Standard, I am satisfied.

3031. Have you any views about the question of schoolmasters wearing uniform? It has been represented to us that warder-schoolmasters have great objections to wearing discipline uniform, because they think the prisoners have not proper respect for the schoolmaster in consequence of this, and they suggest that they should be allowed to wear a distinctive uniform if they wear it at all?—I think, as long as they are required to do discipline duties, they should have uniform.

3032. You do not see any advantage in being in plain clothes?—I see no objection if he is entirely taken away from discipline duties.

3033. If he were not a discipline officer he would not be able to report a prisoner?—Yes. I should expect him to report the same as a discipline officer.

3034. He would have to call upon another prison officer?—No, he would make his report, and I do not think it would matter because he was not in uniform.

3035. You do not apprehend any difficulty?—No, I think they look upon the schoolmaster as their friend.

3036. Does your schoolmaster now ever report a prisoner?—Occasionally.

3037. But I mean education?—No, I never had a report. During 16 years I have never had a report from the schoolmaster of a man misbehaving when under instruction.

3038. Do you think the prisoners appreciate the education?—Certainly.

3039. Do they look upon it as a privilege or as part and parcel of the prison system?—I think they generally look upon it as a privilege. I have always encouraged it to be a privilege.

3040. It is necessary to keep it as a privilege?—I think it is very much better.

3041. Would you extend the privilege of library books to prisoners in the first or second stage?—No, I do not think I should. I think the line is rather hard to define between some of the school books and library books.

3042. But a prisoner in the first stage would not be allowed to have an educational book?—There is a sort of margin to tutor themselves. Then there is the "Popular Educator," I do not know any book the prisoners like better; but that is regarded as an educational book and not a library book. It is a book the prisoners value immensely, but it is not a library book.

3043. (*Chairman.*) You would give second-stage prisoners a library book?—No; I think the mark system works so admirably I would not do anything to interfere with it.

3044. (*Major-General Sim.*) Not even on Sunday?—Not even on Sunday.

3045. Is it not rather a dull day?—Yes, it is a dull day to those who cannot read.

3046. (*Chairman.*) Does it appear at all hard to you that a man should have to wait two months for a library book?—He values it a great deal more when he gets it.

3047. You would not touch the stage system in any way?—I do not think I would, it works so admirably—the keener they are about their marks the better it is from a disciplinary point of view.

3048. (*Mr. Merrick.*) It has been suggested to us that the devotional books should be considered a part of the furniture of the cell, and that it should be the duty of the warder to examine them, do you approve of that change?—Perfectly. I do not see why it should not be done—the Bible, prayer-book, and hymn-book could be part of the cell furniture.

3049. It would not add materially to the labour of the warder?—It would add a little, but I do not see why it

should not be done. We have so very few Roman Catholics at Reading that it would not confuse us as it would in some prisons.

3050. (*Major-General Sim.*) Reading is one of the places where it might be tried, as you have so few Roman Catholics?—It would not make a great deal of difference. At Reading we have, practically, no Roman Catholics; if we have one over a month he is sent to Winchester.

3051. (*Mr. Merrick.*) You mentioned you would like a trade in place of higher instruction—you are rather limited at Reading—only coal sacks and oakum?—And gardening.

3052. What trade could you teach?—There comes, of course, the question of an instructor; we could not teach without an instructor.

3053. (*Major-General Sim.*) You mentioned soldiers; do you get any from my regiment—Engineers?—Very rarely.

3054. Do your prisoners pick oakum on Sunday at all?—No, when the oakum was left in the cells on Sunday, occasionally a man might be found picking it for something to do.

3055. Do you relax your rule as to books in the case of prisoners who are in hospital?—We give them an extra book.

3056. (*Major-General Sim.*) What books do you find the most popular amongst the men?—Most of them seem very fond of travel and adventure.

3057. (*Chairman.*) Do you think there is a great demand for dictionaries?—Never heard of one being asked for.

3058. Would it be possible, in order to avoid the schoolmaster walking about, to locate your prisoners for education in contiguous cells?—I think that would interfere with the work.

3059. You could not see your way to assist the education like that?—We class our prisoners entirely for their work.

3060. You class them entirely for their labour?—Yes.

3061. There is one more point, with reference to whether lectures could be advantageously introduced—have you thought of that?—I have thought it over.

3062. What are your views about it?—I should like to see some lectures very much.

3063. Who would you propose to give them to?—Fourth stage prisoners. *Colonel H. B. Isaacson.* 13 Mar. 1896.

3064. Who would you propose to give the lectures?—We must have a man who can lecture.

3065. Would the chaplain be able to find someone?—I think so.

3066. Where would you propose to give the lectures?—There is the difficulty—you would want a room capable of holding 30.

3067. Many chaplains have decided objections to using the chapel?—I do not think the chapel is a proper place for lectures.

3068. Of course a great deal depends upon whether there is another room available?—We have no room available. The only room is the visiting justices' room.

3069. Supposing it could be tried, when would you find the time for it?—In the afternoon when all the officers are present.

3070. Would you take half an hour out of their labour once a week?—I should be very glad to see that done.

3071. You would like to see that done?—Yes.

3072. It has been strongly represented to us that the great thing to help the prisoners is to vary the monotony?—Yes; at Reading we have the Central Hall, where we had all the services for nearly two months.

3073. Do you see any objections to the lectures being given in the Central Hall?—None, whatever.

3074. How many prisoners would attend if you selected them?—I suppose we average about 50 in the fourth stage; taking the convicts out of that, there would be some thirty to 35, speaking approximately.

3075. Could you manage that in the Central Hall?—Quite well; each man could bring his own stool down.

3076. Should you be afraid of communication passing between the prisoners?—I should like to try it; I think they could be placed without sitting close to each other—not nearly so close as they do in chapel.

3077. You would give the lecture when all the officers were on duty?—Yes.

3078. You would be glad to try it?—Yes.

3079. You think your prison is rather favourably situated?—Yes, I think it is; we have a University Extension College in the town.

NINTH DAY.

Home Office, Monday, 16th March 1896.

PRESENT:

R. S. MITFORD, ESQ. (*Chairman*).

Hon. Mrs. E. S. TALBOT.
Major-General C. A. SIM.
Rev. G. P. MERRICK.
Captain C. EARDLEY-WILMOT (*Secretary*).

Warder (acting as Schoolmaster) H. H. BOLD called and examined. *Warder H. H. Bold.* 16 Mar. 1896.

3080. (*Chairman.*) You are schoolmaster-warder at Bristol?—Yes.

3081. How many years experience have you as a schoolmaster?—A little over 15 years.

3082. All the time at Bristol?—Yes.

3083. We want to ask you some questions about the education of prisoners?—Yes.

3084. Do you think it is satisfactory as far as it goes?—As far as it goes, but I think it might go further.

3085. In what way?—I think that the prisoners might be taught to a higher standard than at present.

3086. Up to what standard?—I think that grammar and composition might be included.

3087. Would you teach the fourth to them?—Yes.

3088. You would not go beyond that?—I do not think I should.

3089. Do you think the time given now is sufficient?—Barely; in long sentences it would be sufficient, in shorter sentences the duration of each lesson might be lengthened.

3090. Have you any suggestions to make?—More instruction might be given if the schoolmaster did less discipline duty.

3091. Will you tell us exactly what your duties are?—The first thing in the morning I make out the chaplain's lists.

Warder H. H. Bold.

16 Mar. 1896.

3092. What time do you come on duty?—At 7, from 7 to 7.30 I make out the lists of prisoners for the chaplain—I also see the prisoners for the Aid Society—then I relieve the gate-keeper during his breakfast hour; after that I attend chapel which takes me up to 9.15.

3093. Do you attend chapel as a discipline officer?—Yes; from that time up till 12 is the only time I can devote to schooling.

3094. That is from about 10.30?—No, from 9.15 up till 12, but I have frequently casual discipline duties during that time, also writing letters, and after dinner I relieve the gatekeeper again, do all the visiting, and from 4.30 to 5.30 I attend to the library books and general work in connexion with the libraries, such as collecting books from outgoing prisoners, and issuing them to incoming prisoners.

3095. So that no teaching is done at all in the afternoon?—Very rarely.

3096. When you visit in the morning, do you teach them in the cell?—Yes.

3097. And you go to the cell during the labour hours?—Yes.

3098. So that your teaching really interferes with the hours of labour?—Yes, to that extent.

3099. How many lessons each a week does each prisoner get?—As far as possible, two, except juveniles—those I teach every day.

3100. Are they taught in class?—No, not at present.

3101. Do you know the rules are that juveniles should be taught in class?—Yes, I used to carry that out at the old prison.

3102. Is there any room that could be used?—There is one that could be adapted for that purpose.

3103. You have an average of about 20 prisoners eligible for instruction?—Yes, the actual numbers now are 17.

3104. Does each of these prisoners get two lessons a week?—I am sorry I cannot say that they do.

3105. How long does each lesson last?—A quarter of an hour or 20 minutes; with the juveniles we are not quite so particular.

3106. You have no class teaching at all of any kind?—No, none.

3107. What duties do you consider you ought to be relieved of?—I think that I should be relieved of a great deal of the discipline duties.

3108. Will you specify what?—Relieving the gatekeeper and acting as messenger for prison letters; then superintending visits is a purely disciplinary duty.

3109. That is the governor's arrangement?—Yes, the late governor's arrangement, but it has not been altered; these various visits take up a tremendous amount of time.

3110. Have you any views as to wearing uniform?—I think it is very much out of place to wear it.

3111. Why, what are the objections?—It does not seem consistent with many of my duties, such as conducting a religious service in the absence of the chaplain, and I am confident it does not command the respect of the prisoners; it is associated in their minds very often with tasks and punishments.

3112. Do you think you should be in plain clothes or wear a special uniform?—I think if the schoolmaster were relieved altogether of disciplinary duties, and his duties were united to those of clerk—there would be no need for him to wear uniform at all.

3113. You prefer not to wear it?—Yes.

3114. Have you ever conferred with any schoolmasters on this?—No.

3115. Do you know what the general feeling is?—No, I do not know.

3116. Do you often have illiterate prisoners at your prison—men who cannot read or write at all?—Yes, fairly often.

3117. How many would you say?—Of those I have mentioned under instruction, there were originally five; four can now spell out easy words to me.

3118. How long have they been under instruction?—One has been under about five months, and the others, I should say, three or four months; they are simply spelling out easy words.

3119. Still in the 1st Standard?—I should describe it now as the second; they can spell out easy monosyllables.

3120. (*Major-General Sim.*) Have you many illiterates in your prison?—Yes, I went through that last week; I find there are about 20 that literally know nothing.

3121. What age, about?—The age ranges from about 19 to 50. I was speaking to the chaplain about this subject. I have often thought what a dreadful place a prison is for men who cannot read; they are shut up in their cells without a single reforming influence. I have noticed that especially with regard to untried prisoners; for hours each day they are in their cells where not a single touch of humanising influence reaches them, and I have thought that it should be part of a schoolmaster's duty to visit these men and read to them occasionally and thus relieve their dark thoughts a little.

3122. (*Chairman.*) Were you able to ascertain whether any of these 20 men had ever been to school?—I did not ask them—no.

3123. Do you agree with the present limit of sentence below which men are excluded from instruction?—No, I do not, especially in Bristol. I think it should be extended to those of three months. In that case about six more would be eligible, and if it was extended to two months, eight more would be added.

3124. Supposing that were altered, and you were relieved of discipline duties, could you then teach them all?—Easily.

3125. Would it be an advantage to reduce it so far as two months?—I really think so, provided the time of each lesson was extended.

3126. You could not teach an illiterate man much in a month?—Not much, but it might encourage him to attend night schools on his release.

3127. It varies the monotony?—Yes.

3128. Do you agree with the present limit of age of 40?—I have known of some cases above 40 where they have been anxious to learn—of course, in long sentences a difference might be made—I think then that the limit of age might be abolished.

3129. If a man applied for education over 40 I suppose the governor would allow it?—Yes, I think so.

3130. Have you known of a case where it has been refused?—No.

3131. Have you a good supply of books?—Yes, a fairly good supply.

3132. How often do you change the library books?—I change the ordinary books once a week and oftener if applied for. I change the books of the first stage prisoners very often.

3133. The books of moral instruction?—Yes; until recently we used to allow the second stage prisoners to have library books, but they are withdrawn now.

3134. Would you extend the library books to second stage prisoners?—I should. I have had considerable experience of that, but I certainly should do so unless the school books were made much more useful than they are at present.

3135. Now, as regards finding more time for education I should like to know, supposing arrangements were made for giving your dinner hour at another time, whether you think the dinner hour might be utilised?—I should rather approve it personally, but at the same time I am afraid that the prisoners would not like it themselves. It would be a benefit to me by saving the trouble of collecting prisoners on the works. I should not mind my dinner hour being altered if for the convenience of the prison.

3136. What do they do now?—They read, I suppose.

3137. Do any of them go on with their work?—I do not know—some of them perhaps.

3138. Do you think the time between 6 and 8 might be made use of at all?—I am afraid the prison arrangements would not allow it in the evening.

3139. But the work goes on now; I take it that the prisoner who has finished his task has the time to himself?—I have never thought of the matter.

3140. (*Major-General Sim.*) You are off duty then?—Yes.

3141. (*Chairman.*) Do you take your turn at evening duty?—Yes.

3142. Do you go on escort duty?—No, I prefer not, so that I can attend to my ordinary duties.

3143. (*Mr. Merrick.*) Do you take your turn at alternate Saturday and Sunday?—Yes.

3144. (*Hon. Mrs. Talbot.*) If the prisoners enjoy their half-hour, do not you think they would enjoy being taught in the dinner time?—I am afraid in most cases they would hardly care to be interfered with at that time.

3145. (*Chairman.*) Do not you think that they might welcome any variation, and would be glad to see somebody?—Perhaps so, it may be so, I should be quite willing to try it as an experiment; it is only by actual experience that you could ascertain its practicability.

3146. (*Hon. Mrs. Talbot.*) They appreciate the lessons on the whole, they do not rebel against being taught?—They are always pleased, I am always welcome in visiting their cells.

3147. (*Chairman.*) Do you think they look upon it as a privilege?—Yes.

3148. (*Major-General Sim.*) Do you think they would feel it if they were deprived of it?—I am sure they would.

3149. (*Hon. Mrs. Talbot.*) Do you think it has a good effect on their morals?—I think it must have an elevating tendency.

3150. (*Chairman.*) Do you think they make any use of it when they go out?—It is difficult to say; after all, if we have done our duty it is for them to do theirs.

3151. (*Hon. Mrs. Talbot.*) It civilises them, at any rate?—Yes, I notice a considerable change in a man's demeanour; if at first sullen, eventually he is pleased to see me.

3152. (*Major-General Sim.*) Do you think he would welcome you still more if you were not wearing uniform?—I am sure he would at first—it is a little prejudice that does exist—but I am sure it would be a great benefit if the uniform was dispensed with.

3153. (*Mr. Merrick.*) You do not object to a distinctive uniform?—No, not at all.

3154. It is the warder's uniform?—Yes, you cannot command the respect, it is the result of real genuine experience that I say it.

3155. (*Chairman.*) Do they ever show any disrespect in school?—No. I have done everything I could to avoid reporting a prisoner, you may drive a man into subjection, but I think it takes a higher intelligence to lead him and influence him to do what is right.

3156. (*Mr. Merrick.*) When you say you would give them more education and take them to a higher standard, what do you mean, would you teach them geography and history?—Plenty of them have asked for grammar, they have also applied for shorthand.

3157. How many have you under instruction at the present time?—Only 17.

3158. Thirty-four lessons weekly?—Yes.

3159. You would suggest that the schoolmaster should be a scripture reader as well as a schoolmaster?—I did not necessarily mean scripture reader. I think he should read anything useful or interesting.

3160. Under the direction of the chaplain?—Yes.

3161. You mentioned that last week you found that there were 20 who were absolutely illiterate; what was your average that day?—148.

3162. Twenty out of 148?—Yes.

3163. One in seven?—Yes.

3164. You say that you do not quite approve of the school books—they are not sufficiently useful?—The school books are only the first four standard reading books. By recent orders I have had to remove the library books of the second stage men, and so there is nothing but the ordinary reading book.

3165. (*Mr. Merrick.*) There is no reason why you should not have a book of the sixth standard so long as it is a book of moral instruction for those in the second stage?—That is all we have in stock at present.

3166. Do you accompany the chaplain when he goes on his rounds?—No.

3167. (*Chairman.*) Who holds the examinations of prisoners?—I do.

3168. On reception do you examine the prisoners?—Yes.

3169. And on discharge?—Yes.

3170. Are any examinations held by the chaplain?—No.

3171. Is there any intermediate examination, such as a quarterly one?—There should be a quarterly one.

3172. Is that held?—No.

3173. Then you merely ascertain the prisoner's progress as you are teaching them?—Exactly.

3174. No record is kept of progress?—No.

3175. (*Mr. Merrick.*) When do you exempt a man from instruction?—It is very rarely I do exempt a man—for instance, if a man has a long sentence, and reading, writing, and arithmetic, are the subjects most frequently taught, I go on as long as he is in the prison.

3176. Up to the sixth standard you would?—Yes.

3177. It has been suggested to us that the devotional books should be deemed a part of the cell furniture, and should be placed in charge of the ward officer—do you think that a good plan?—No, I don't—we tried it, and it was a failure—it is a lot of work to issue them as I do, but it ensures the books being kept in good order—I collect them from each prisoner before he goes out, and issue them when he comes in.

3178. If a man damages a book what punishment does he get?—I think one or two days' bread and water would be the punishment.

3179. What would be the punishment if a book was found damaged on the day he was going out?—He would be kept back for the Governor's decision.

3180. Do you write the letters for the prisoners?—Yes.

3181. Do you approve of the present system of education as being cellular?—No, I do not. I think in some cases where a man is quite ignorant, perhaps it would be better to teach him cellularly, but class teaching would generally be best.

3182. In what way?—I think there might be a little emulation.

3182*a*. And save the time of the schoolmaster?—Yes.

3183. (*Hon. Mrs. Talbot.*) Should you like to see any system of lectures for selected men?—To be given by the chaplain or outsiders? I have once or twice suggested to the chaplain that if allowed the schoolmasters could do it.

3184-5. You do not think it would have a bad effect on the prisoners in making them unruly?—I do not think so for a moment?—I think such influences can only have a good effect.

3186. Have you any room for lectures?—There is enough room in the corridor which could be used for the purpose.

3187. (*Chairman.*) You would select the prisoners for it?—That would be for the chaplain.

3188. I mean on principle. Would you give it to all or make it a privilege?—I think I should make it a sort of privilege.

3189. Do you think there would be any danger of communicating with each other for nefarious purposes?—I could not say—do not think so—it depends in a great measure on the officers.

3190. It depends entirely on the supervision?—Yes, I should depend a good deal on the officers' personal influence.

3191. Should you be prepared to give a lecture to a certain number without any other officer?—Yes, but not to too many.

3192. How many?—About 12. I should not approve of having too many prisoners together without proper supervision—with a couple of other officers one could lecture to a comparatively large number.

3193. (*Major-General Sim.*) How many with a couple of officers?—Fifty at least.

3194. Have you a room that would hold 50?—There are only the rooms in the hospital that are not often in use. I do not know whether there would be anything against that.

3195. Is that a large ward?—Yes; I could not say whether there would be any harm in utilising it for that purpose.

3196. Have you any further suggestions to make?—There is one point I should like to see carried out, and that is, if the office of schoolmaster could be entirely disconnected from the office of warder and could be associated with the office of clerk, I think that union would be much more natural.

Clerk and Schoolmaster-Warder A. Hewlett.

16 Mar. 1896.

Clerk and Schoolmaster-Warder A. HEWLETT called and examined.

3197. (*Chairman.*) You are schoolmaster-warder at Wakefield, Mr. Hewlett?—Yes, I am doing the duties of clerk and schoolmaster there now.

3198. How many years' experience as schoolmaster have you had?—13 years.

3199. All that time at Wakefield?—I was transferred from Oxford last January.

3200. Were you schoolmaster at Oxford?—I was appointed at Liverpool and was then transferred to Oxford, and then promoted as clerk and schoolmaster-warder from Oxford to Wakefield.

3201. Will you tell us exactly how your day's work is divided—at what hour do you come on duty?—At present, 9 o'clock.

3202. Will you describe to us an ordinary day's work?—When I first come into the prison I prepare E book—daily employment of prisoners—I book up all the arrears of indexing, copy all correspondence in copying press book, note all outgoing letters, and check manufacturing trade books.

3203. Do you conduct prisoners in and out of chapel in the morning?—No, not at present; up till last January I did; when the officers went to breakfast I used to do the patrol duty.

3204. What time do you get for teaching?—I do not do any teaching at present, unless one of the other schoolmasters is away.

3205. How many are there?—Two others besides myself.

3206. You do not take any part in the teaching at all?—No, my chief duties are clerical at present.

3207. I take it that you are schoolmaster-warder, and to assist in clerical work?—My appointment to Wakefield was clerk and schoolmaster-warder—it is only a recent arrangement.

3208. Do you find that two schoolmasters are able to give all the prisoners their proper share of instruction?—Judging from my experience at Kirkdale I should think it is sufficient.

3209. You have about 74 for instruction?—Yes, at Kirkdale we used to have about 70; sometimes it would average a little over that.

3210. Do you think the present system is satisfactory?—Yes, I think it is satisfactory in all points.

3211. Do you think the time given is sufficient?—The teaching might be extended; instead of an interval of two days it might be made daily.

3212. More time could be given each day?—Yes, the present system is to give a quarter of an hour at intervals of two days apart; if that were extended to every day it would materially affect the educational progress of the prisoners.

3213. Could you say how that could be done without interfering with the hours of labour?—The schoolmaster can so arrange the time so that he should not take the men away from their labour more than the time appointed each day; in small prisons it could easily be done.

3214. Are you prepared to say that each of these 74 prisoners at Wakefield actually get the quarter of an hour?—During the week they do.

3215. Do they actually get their two quarter hours a week?—Judging from my former experience I should say they would.

3216. But you cannot speak from your own experience?—No.

3217. (*Mr. Merrick.*) Do you think each schoolmaster gives 74 lessons a week?—Between them they do.

3218. (*Chairman.*) But that is only 74 lessons a week instead of 148. Do you think that the dinner hour might be usefully taken advantage of for the purposes of education?—I do not think so. I fancy the prisoners as a rule seem to like that portion of the day to themselves.

3219. What are your reasons for thinking so?—In Kirkdale the practice was to visit during the dinner hour, and the prisoners spoke about it, saying that the dinner hour was allowed by the Commissioners and they ought to have it.

3220. Do you think that use might be made of the time between 6 and 8 for those prisoners who have finished their task in the day?—Of course we have had no experience of it in local prisons, but I believe it used to be the case in convict prisons.

3221. In every prison there are some prisoners who are reading between 6 and 8?—From observation we can only say that the prisoners usually like that time to themselves.

3222. Can you say how it was that you have never been employed in teaching at Wakefield?—No, only I suppose the clerical staff had been diminished and the clerical work increased, and I suppose they thought of utilising my services instead of appointing a certificated clerk.

3223. Have you ever considered the question of whether lectures could with advantage be given to prisoners on secular subjects?—I think it would be an advantage to the prisoners.

3224. Do you see your way to carrying it out?—We used to have at Oxford a singing practice, and, if we could find time for that, I think it could easily be arranged to have half or a quarter of an hour.

3225. Would you give it to selected prisoners or to prisoners generally?—I should try it generally and see what was the effect.

3226. Where would you propose to give the lecture?—In the chapel.

3227. Do you think the chaplain would object to the chapel being used for a secular purpose of that kind?—I do not think so.

3228. (*Mr. Merrick.*) Why did you suggest the chapel?—Because there is no other place sufficiently large.

3229. Supposing it were thought better to give lectures to specially selected prisoners, would you have any room to use?—You would have to divide them into lots.

3230. What room is there?—There is the school-room where I suppose 30 could be accommodated.

3231. Is there any class teaching?—I believe there is for those that are totally ignorant.

3232. Do you have any juveniles at Wakefield?—I have not seen any since I have been there.

3233. (*Hon. Mrs. Talbot.*) Which do you prefer, cellular or class teaching?—Both have their points of advantage, those that are wholly ignorant I should instruct in class, as grouping them together in lots appears to draw out their imitative faculty—they copy each other.

3234. (*Chairman.*) Do you know whether they have any illiterate prisoners at Wakefield?—No, I have not ascertained that.

3235. The fact is that the whole of your time is now given to clerical work?—Yes.

3236. But speaking from a schoolmaster's point of view, have you any objection to wearing a warder's uniform?—It would materially advantage the schoolmaster's position.

3237. What would?—If the schoolmaster did not wear the uniform, he would be looked up to with greater respect by the prisoners, and would be able to command a greater influence. The name of "warder" is associated with a certain amount of harshness.

3238. Is that the feeling of the other two schoolmasters at your prison?—Yes, I believe it is.

3239. Have you ever spoken to them about it?—I have spoken to one, but I have not had any communication with the other.

3240. Do you think that the schoolmaster should wear plain clothes, or a distinctive uniform?—I think private clothes would be better, it would be more in keeping with the chaplain's department.

3241. Do you think the standard now taught is sufficiently high?—Yes, for all that are eligible for instruction.

3242. You think the third standard is enough?—I do, I do not think that, as a rule, you could get them much beyond that; the average person who comes into our prisons is not much above that standard of education.

3243. What is the usual class of prisoners at Wakefield—is it one of low education?—I believe it is; Wakefield being an agricultural district, I do not think the educational standard is very high.

3244. But you have many collieries and factories about there?—Yes.

Clerk and Schoolmaster-Warder A. Hewlett.

16 Mar. 1896.

3245. (*Mr. Merrick.*) What progress would your scholars make in the course of about six months?—I should think they would make two standards.

3246. On an average would you say they made a standard in four months?—Quite that. I have seen some come in very ignorant and reach Standard II. in writing and Standard III. in reading.

3247. That would imply that they are very intellectual prisoners?—Well, I think it is all the way you approach them.

3248. (*Chairman.*) Do you think that the present limit of four months is the proper one?—If it were reduced to three months it would widen the sphere of teaching.

3249. You think it would be an advantage to three months' prisoners?—I do.

3250. Would you go beyond that to two months?—No, I should not.

3251. You think it would not be worth while?—No, we might give them a better class of moral instruction book when they have reached the second stage.

3252. When does the schoolmaster begin teaching?—After chapel.

3253. Does he go round the cells?—Yes, and he instructs those in class as well.

3254. Those men that are instructed in class, are they taken off their labour?—For the time being.

3255. Is the other schoolmaster employed in teaching at the same time?—I believe he is. Then there is the library work; the senior schoolmaster attends to that, from 4.30 to 5.30.

3256. Changing books?—Yes, and attending to officers' applications for changing of books.

3257. Do they take their turn at evening duty?—Yes.

3258. Sleeping in?—Yes.

3259. Alternate Saturday and Sunday off?—Yes.

3260. Do you get every Saturday off?—Yes.

3261. And Sunday?—Yes.

3262. What time do you go off?—From 1.30. It all depends upon the stress of work; it is generally about 1.30 that I am able to get away.

3263. (*Mr. Merrick.*) It has been suggested to us that the devotional books should be made part of the cell furniture and placed in the charge of the ward officer—do you think that a good idea?—Practically we have adopted it, because we have never taken the moral instruction books beyond changing them.

3264. (*Chairman.*) Mr. Merrick means the devotional books, Bible, prayer-book, and hymn-book, and that the officer of the ward should be responsible for them. It was suggested with a view to relieve the schoolmaster of carting these books about whenever fresh prisoners came into the cell?—I should think they are better taken out.

3265. (*Mr. Merrick.*) But placed under the charge of the warder instead of the schoolmaster?—My opinion is that the schoolmaster ought to have charge of all books.

3266. You do not object to a distinctive uniform for schoolmasters?—No, but I should think it would materially advantage the schoolmaster's position if he were in plain clothes.

3267. Do you prefer associated teaching or cellular?—In cases where they are wholly ignorant, associated teaching is the best. In cellular teaching, of course, you can get at individual cases to more advantage.

3268. Does the chaplain examine the prisoners?—Yes.

3269. Both coming in and going out?—Yes.

3270. And I suppose periodically as well?—Yes.

3271. Do the prisoners appreciate school instruction?—Very much.

3272. They do not regard it as a matter of discipline?—No, not as a task; in fact the schoolmaster's visit is looked to with pleasure.

3273. Are you satisfied with the books of instruction?—Yes, as a rule, but it would be better if we could give the first stage prisoners something more interesting than the moral instruction books they have now.

3274. (*Major-General Sim.*) Is not that rather interfering with the discipline condition of the first stage?—The discipline condition is carried out, but as a matter of general kindness by the authorities, if they would give that concession to the first stage prisoners, I do not think it would be harmful.

3275. (*Chairman.*) It really comes to this: you would give them a library book?—No.

3275*a*. The stage system is that he should have a book of moral instruction, but he is not entitled to a library book?—Those books that are of a semi-religious character we call them moral instruction.

3276. (*Major-General Sim.*) Mention yourself what sort of book you would give to the first stage?—Books something like biography.

3277. You would not give a novel, but you would give a biography?—Yes.

3278. (*Mr. Merrick.*) Would you consider a geography a book of moral instruction?—I should consider that a school book.

Warder (acting as Schoolmaster) J. M. Lowman called and examined.

Warder J. M. Lowman.

3279. (*Chairman.*) Mr. Lowman, you are schoolmaster-warder at Nottingham?—Yes.

3280. How many years' experience as a schoolmaster have you?—Ten years as schoolmaster; 13 years in the service.

3281. Have you been all these 10 years at Nottingham?—Yes, the whole of the 10 years.

3282. Do you do discipline duties?—Yes.

3283. Will you tell us what discipline duties you perform; do you come on duty at 6?—Yes, I commence in the morning at 6, and I make out a list for the chaplain of the names in the character book, and I make up the labour return of the prisoners.

3284. Is that part of your duty?—You mean the daily employment-book; yes.

3285. Can you say whether it is the usual duty of the schoolmaster?—Yes.

3286. (*Mr. Merrick.*) Has that usually been part of the schoolmaster's duty?—It has been with me.

3287. After that, what do you do?—I attend the service and play the harmonium. I take the boys immediately after the service.

3288. Do you take the boys in class?—In class now, but not until December. Prior to that I had no place; I used to teach them every day, but they did not get a full hour each.

3289. Do you give them one hour every day in class?—Now I do.

3290. How many boys have you under instruction?—I have only two now, but two went away last week.

3291. (*Chairman.*) What time is that in the morning?—Immediately after the service; following that, I go on with the regular teaching now.

3292. You were responsible for the superintendence of the tailoring and giving out of stores?—Yes.

3293. Do you do that now?—My instruction has been, since Mr. Mansell's return, to make teaching the first consideration.

3294. What did the Governor say to that?—He did not make any remarks about it.

3295. Now you visit the prisoners in their cells?—I do now.

3296. How many prisoners have you to teach?—29, excluding the boys.

3297. And you give each of the prisoners how much time per week?—I have divided them into thirds, and take one third on Monday and Thursday, another on Tuesday and Friday, and the last on Wednesday and Saturday.

3298. What time on Saturday do you get for teaching?—Up till dinner-time.

3299. What do you do after your teaching?—I make up the manufacturing books. I still keep those, and assist in the general duties of the prison.

3300. Were you appointed to assist in clerical work?—Yes, when not employed in teaching.

Warder J. M. Lowman.

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3301. What discipline duty do you do?—I do evening duty; I am on the list for duty like another officer.

3302. You take your turn at evening duty?—Yes.

3303. And sleeping in?—Yes, and do an hour's patrol duty every day.

3304. You take your alternate Saturday and Sunday off with the other officers?—No, I never have a Sunday off all the day.

3305. You play the harmonium?—Yes.

3306. That is a voluntary thing, and you are paid for it?—Yes.

3307. Do you agree with the present limit of sentence?—I think it would be better if instruction could commence at three months. I have been asked many times to instruct three months' men.

3308. How many do you suppose that would add to your present number eligible for instruction?—As a rule about 10.

3309. Supposing your duties were confined to teaching with perhaps assisting when required in clerical work, would you teach all these men yourself?—Yes, of course the teaching and the distribution of library books takes up a long time.

3310. Do you have an orderly?—No.

3311. You keep it in your own hands?—Yes.

3312. How long does that take you?—It takes me quite one and a half hours.

3313. What days do you change?—Tuesday.

3314. Do you ever change a book in between?—Yes, if they ask me for it.

3315. You give them another?—Yes.

3316. (*Mr. Merrick.*) How long would it take you to give books to 20 prisoners?—Of course some men take very much longer than others. I take a tray of books and allow them to pick, but it would take two or three minutes each man.

3317. You would take an hour for 20?—Yes, I should say an hour for 20.

3318. (*Chairman.*) How many prisoners do you think a schoolmaster could reasonably be expected to teach in the day if his whole time was devoted to it?—He could not do more than 15, not more than 15 or 18 at 20 minutes each.

3319. Many men when you go to them in their cells do not require 10 or 15 minutes?—They might be a bit backward, or might be backward in arithmetic, and would require the whole time.

3320. But they might only require your services for a minute or two—then you would pass on to the next?—Yes.

3321. Do you agree with the present limit of age of 40 excluding prisoners from education?—I do not think we can do very much with men over 40; they might be taught reading, perhaps.

3322. You think that about the right limit?—Yes.

3323. Have you ever found a man apply?—Not often.

3324. In that case has he had it?—No, he never has had it.

3325. Who has refused it?—The chaplain.

3326. Do you know in the rules there is a special discretion given to the chaplain and governor?—Yes, I know he has power to allow it, but he never has done so.

3327. Do you think that sufficient time is given to the education of prisoners?—I think 20 minutes a lesson is enough.

3328. Do you think the dinner hour might be made use of?—Yes, I do, I think that is the best time.

3329. (*Major-General Sim.*) Do you ever use the dinner hour?—I patrol every dinner hour. I am not allowed to teach.

3330. Does the chaplain come in during the dinner hour?—He does now.

3331. (*Chairman.*) Since he came up here?—Yes.

3332. Do you think the prisoners would object to being visited during the dinner hour?—No, I do not think so—I never heard of it.

3333. Do you say that you patrol during the dinner hour?—Yes.

3334. Do you think that the standards taught are sufficient?—No, I think in some cases you could go higher than the third standard. In some cases I have gone beyond that.

3335. Have you got them them through the fourth?—Yes, I have had boys considerably over the fourth.

3336. You think it would be better to make the fourth standard the maximum?—Yes, the third standard is very low.

3337. (*Hon. Mrs. Talbot.*) Are you in favour of cellular teaching as against class teaching?—I prefer cellular teaching as applied to men.

3338. You think they would communicate if together?—Yes, I think if it led to reports it would take away their confidence. In reading it could be done, but it would lead to reports perhaps, and of course if a man was to break a rule it would be my duty to report him.

3339. Do you think they appreciate the teaching?—Yes.

3340. They look upon it as a privilege?—Yes, they do.

3341. (*Major-General Sim.*) Do they often have to report men?—No, I have not very much to do with the exercise. I think it would be a temptation perhaps to men if they were put in class.

3342. (*Chairman.*) Have you any views about the wearing of uniform?—Only as regards the uniform worn, it brings one well into discipline duties.

3343. Have you any personal feeling in the matter?—No, I should as soon wear a uniform as not.

3344. It makes you a discipline officer?—Yes, that is what I mean.

3345. Do you think that prisoners would show more respect to the schoolmaster if he wore a distinctive uniform or if he wore plain clothes?—Yes.

3346. You think they dislike being looked after by an officer?—Yes.

3347. Do you think they would respect you more if you did not wear a discipline uniform?—Yes, I think they would.

3348. Do you think you should wear a distinctive uniform or plain clothes?—I should prefer plain clothes.

3349. You think it would raise your status in the prison?—Yes, I think so.

3350. Have you ever had to report a prisoner when you are teaching him?—I cannot remember the last case.

3351. Not very often?—No; of course, for minor offences or pilfering each other's bread; but I have never had any trouble with the men.

3352. I mean reporting during the time you were teaching him?—No, never.

3353. (*Hon. Mrs. Talbot.*) You find that the prisoners coming back into prison have kept up the learning that you have taught them?—Yes, they have asked for it immediately they have returned in some cases.

3354. (*Mr. Merrick.*) You think they appreciate the education?—They do.

3355. For its own sake, not because it is a matter of discipline?—They appreciate it for its value—I think so.

3356. (*Hon. Mrs. Talbot.*) Have most of them been to school?—Most, but there are some that have not. There are four in now that I do not think ever were at school; at all events they could not tell the letters when I took them in hand.

3357. (*Chairman.*) Looking back over your experience, do you think you are able to judge of the effect of the Education Act—do you find you get fewer illiterate prisoners?—The better taught men do not come back regularly.

3358. But the general class of prisoner that comes in, do you find that as a rule prisoners are better educated now than they would be 15 years ago?—I think they are better, but many of the men who come into prison have managed to evade schools outside by some means or other.

3359. You find many of them have never been to school at all?—Yes.

3360. They are hardly better educated than they used to be?—Yes.

Warder J. M. Lowman.

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3361. Most of the prisoners that come in now have escaped school?—Yes.

3362. You think that the general class of prisoners are better educated?—The majority are better educated.

3363. That is to say that you find they require less teaching than they did some years ago?—Yes, I believe the average of the chaplain's register would show a less number now than ten years since.

3364. Have you ever considered the question of the possibility or advantage of giving lectures to prisoners?—I think it would be a great advantage if lectures could be given on various subjects.

3365. Not necessarily religious lectures, but on interesting subjects?—Yes.

3366. (*Major-General Sim.*) Where could they be given?—We have no place but the chapel.

3367. What time would you give them?—The most convenient time would perhaps be the latter part of the day—it would interfere less with the discipline and the working of the prison in that part of the day.

3368. (*Chairman.*) Between 5 and 6?—Yes.

3369. Would not that interfere with the tea?—They would not get their tea till 5.45. In the summer time are they in their cells at 5 o'clock?—No, not till 5.30.

3370. Would you give the lecture to specially selected prisoners or to the whole body?—I would give them to all.

3371. In the chapel?—Yes.

3372. (*Mr. Merrick.*) Do you give as much as four hours' teaching every day?—Rather more, I think, now.

3373. When you say "now"?—I mean since Mr. Mansell came here.

3374. You think now that every man gets two lessons weekly?—Yes.

3375. How much progress do you think your scholars make in the course of three months—a standard?—They would not jump from one standard to another in three months.

3376. Do you think he would go from one standard to another in six months?—Yes.

3377. (*Chairman.*) It has been suggested to us that, in order to relieve the schoolmaster of the duty of removing the devotional books from the prisoner's cell every time it was re-occupied, that that duty should be placed upon the officer of the ward, the books being permanently left in the cell—what do you think?—There would be no detecting a man if he damaged it; supposing some leaves were torn out, I do not see how you would detect it so quickly.

3378. (*Mr. Merrick.*) Why should not the officer in charge do that?—There is no reason why he should not do it.

3379. (*Chairman.*) It would simply be his duty instead of yours?—Of course it would be an addition to his duty, but there is no reason why he should not do it.

3380. (*Mr. Merrick.*) Do you see any objection to it?—No, I do not.

3381. (*Chairman.*) Would it appreciably relieve the schoolmaster?—It would relieve him.

3382. (*Mr. Merrick.*) Only the devotional books with the slate?—Yes.

3383. Would there be any objection on the part of the discipline staff?—No, I do not think so.

3384. (*Chairman.*) Are there any suggestions you wish to make?—Unless it is that more time should be allowed and some sort of a register should be kept showing when each lesson was given to the men.

3385. Do not you keep any diary of your own?—Yes, a daily memorandum book; I have ruled a book out.

3386. We find that most schoolmasters keep a sort of private diary of their own, showing the lessons given to each prisoner?—I rule a book out and show that book to the chaplain, by which he can see easily if each man has had his two lessons that week.

3387. Who holds examinations of your prisoners?—The chaplain.

3388. Does he examine quarterly?—No, he has not done so hitherto.

3389. (*Mr. Merrick.*) Have you seen the school register used by the National schools?—No.

3390. Not the attendance register?—Not lately; I was a monitor for some years.

3391. That was where you got your idea; the present register could not be used for that purpose?—Not the chaplain's register, that is only for admissions and discharges.

Rev. C. RICKARDS called and examined.

Rev. C. Rickards.

3392. (*Chairman.*) Mr. Rickards, we want to have your views on the question of education in convict prisons. You have had a long experience?—Yes, a little more than 20 years.

3393. Will you tell us whether you think the present system of education is being satisfactorily carried on?—Decidedly not.

3394. In what way?—I think the results are unsatisfactory.

3395. Do you think the results are not adequate?—I do not think the results are what they ought to be, considering the staff of schoolmasters that you employ.

3396. How do you account for that; not sufficient time?—Principally that you do not give sufficient time. I think in the public works prison the manner of teaching and the place of teaching are great drawbacks; we assemble in the halls of the prison at night for the schooling where a great deal of noise must go on; in my opinion you ought to have better accommodation for teaching.

3397. Is all your teaching done in class?—Yes, except the men in separate confinement.

3398. No cellular teaching at all?—No.

3399. Do you prefer class teaching to cellular?—No, certainly not. I think cellular teaching would be much better if you can give the time to it.

3400. (*Mr. Merrick.*) What do you mean by being taught in class?—The men come down into the hall and about 20 form a class, and the schoolmaster teaches that class.

3401. (*Chairman.*) Do you find that objectionable from a disciplinary point of view?—Yes, I do, because I think that many men take advantage of that to talk.

3402. Are men reported?—Very seldom; the behaviour is very good. I cannot remember at the present moment a single man having been reported at school.

3403. About how many do you have in a class?—That will depend upon the number of men attending school in that hall; we might have 20 in one hall and in the others we should only have six or seven.

3404. Is a discipline officer told off?—No, not specially for school.

3405. Practically one schoolmaster supervises 20 men as well as teaches?—Yes.

3406. Does that work well?—I think it does. I do not think it would be very much better if they were in a room by themselves.

3407. Is there no room at Dartmoor?—No.

3408. (*Mr. Merrick.*) Are they separate tables?—Tables about the length of these two together; the men bring their stools from their cells, but they would all be on one side.

3409. Your education is entirely given between 5 and 6 o'clock in the evening?—Between 5.15 and 6.15.

3410. That is to say, in every case it is given when they come in from labour?—Yes.

3411. Do you think that the best time?—No, I do not think it is, they are very tired.

3412. (*Major-General Sim.*) What other time could you give it to them?—I could not suggest any other time without interfering with the work; in former years we used to have a certain number brought in every morning, the main purpose then was to teach them and then that was done away with; at that time they were brought into a separate room.

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3413. (*Chairman.*) Twenty years ago, under the old practice when teaching was given, it was taken out of the hours of labour?—Yes, a certain number was brought in—the plan was they were brought into a room so many each morning from their work.

3414. Each prisoner was brought down, kept back in fact?—Yes, kept back for school. My principal schoolmaster that you have summoned, I think, will be able to tell you something about that.

3415. Do you think they appreciate the instruction?—Yes, on the whole I think they do and where they wish to learn themselves and try, the progress they make is surprising. I think I must candidly confess that the results are good, far better than one could expect, that is if a man wants to learn he does learn to read and write, but it can only be done where the men show a decided wish to push along themselves.

3416. Do you get many convicts who can do very little in the way of reading and writing?—Well, we do; we get a certain number, more than we ought to get.

3417. You do not get any illiterate convicts?—Yes, we do, some of them we cannot teach at all, but they are few and far between.

3418. Do you find that the general run of convicts are better educated than they used to be?—I am sure I cannot answer that.

3419. We have been told that they are better educated men than the ordinary local prisoner?—I have not noticed any particular difference—I find that the chaplain's annual reports now run very much as they did 15 years ago—about the same number that come in that require education.

3420. You do not think that the general growth of education has affected it much?—No, I do not.

3421. Do you find many of them have never been to school?—Well, a goodish number; I asked them why they had not been to school and it was generally that they were sent to work early.

3422. (*Major-General Sim.*) Those perfectly illiterate men that you spoke of, what was their rôle in life?—I should say agricultural work, or else picking pockets in a town. It is so difficult to fix on any avocation—one would think they were not even fit for picking pockets.

3423. (*Chairman.*) At what time in the morning was the education given?—Directly after chapel; they came in parties, 30 men would be kept back from 8.30; they would go out to work in the afternoon and a fresh party would be brought in.

3424. Do you think that system was preferable to the present one?—Looking at it from a scholastic point of view, I should think it was very much better.

3425. Do you think they look on the instruction as a necessary part of the prison system or as a privilege?—I do not think they look upon it as a privilege, but that may be on account of discomfort in the winter time, because at times, during very cold weather, the halls where the school is held are very uncomfortable.

3426. Why should you always have the teaching in classes?—Then you come into the discipline, you see.

3427. Your schoolmasters are not considered discipline officers?—No.

3428. They are all certificated?—I think so.

3429. They have no key?—No; if a master goes round to give a man a letter he must have an officer with him, to open the door, or put it under the door.

3430. Do you see any objection to allowing the schoolmasters to have a key?—I do not see any more objection than having one myself.

3431. Do you think the dinner hour could be utilised?—Yes, I think it could; but it has struck me sometimes in going round in the dinner hour there is only one warder in the whole of that prison, and that if one of the men assaulted me and took the keys he could let all the other fellows out.

3432. You think it is a danger that would have to be guarded against?—I do, certainly, if the schoolmasters visited prisoners with keys in their hands.

3433. In the evening, between six and eight, I suppose your prisoners are generally reading?—They go to bed at 7.30—they are supposed to be completely shut up and in bed—they practically shut up at 6.30, nothing could be done in the evening unless you stretched the time for the warders to be on duty.

3434. I was wondering whether any part of the evening could be usefully taken up by the schoolmasters visiting the prisoners in their cells?—I think perhaps the time might be extended in that way, but I think perhaps the governor would object to it.

3435. I gather from you the time is not sufficient, and, therefore, I want to ascertain how far it is possible to extend it without unduly interfering with the hours of labour?—If the time could be extended it would certainly be beneficial in that way, but I do not know whether you would be able to keep them awake as they are accustomed to going to bed.

3436. You think they are too tired, in fact?—Yes, I do.

3437. (*Mr. Merrick.*) It has been suggested to us that the best way to teach convicts would be to largely concentrate it on the first nine months of separate confinement in a local prison?—That is my decided opinion, that that is the best time of all for teaching them, and I would make that the main purpose of separate confinement—if the schoolmasters were all put to work at that time there is no doubt in my mind that we should get much better results. A man would be much more willing then to be taught—it is a relief to the monotony of separate confinement—you could teach them every day instead of once a week, and I think it should be made a condition that they must make fair progress or else they would be kept there a little longer—then, I think, they would work very hard—I am decidedly of opinion that is the time when they should be taught.

3438. What progress do you think a man makes in the course of six months under the instructions of the schoolmaster—do you think they make the progress of one standard?—I made a table out the other day—I think you will find it is about one standard in a year.

3439. How many men have you under instruction at the present time?—About 200.

3440. How many schoolmasters?—We have five.

3441. Does each schoolmaster give 80 lessons a week?—No, what he does he goes to one hall each night in the week—he would have a class in one prison to-night and to-morrow night he will be in another prison.

3442. Then the men get instruction only once a fortnight?—Once a week.

3443. For about 20 minutes?—Yes.

3444. (*Major-General Sim.*) You have five wings?—Yes, the master is in a separate prison each night.

3445. (*Mr. Merrick.*) Do you examine them when they come in?—I do not personally examine myself—I leave that to the schoolmaster—I examine them twice a year.

3446. When they have reached the third standard do you exempt them from instruction?—No, twelve is the sum total of their standards before being exempt from school. I do not draw a hard and fast line, but I do not as a rule exempt a man unless he gets, say, five for reading, four for writing, and three for arithmetic.

3447. At Dartmoor you must have a large experience of those who have had instruction, gone out, and made no use of it—would you admit them to school again or exempt them?—I would not have school on purpose for those men, but as there is school I would certainly let them join.

3448. Do you think the present age limit requires to be extended?—It does not apply to us at all.

3449. You said that you would prefer cellular teaching to associated teaching; would you mind stating your reasons?—For one reason, I think that the men would be more apt to learn on account of the surroundings—it would be quieter for them, then I think the instruction in the cell relieves the monotony, and I think their minds are less preoccupied in their cells.

3450. (*Hon. Mrs. Talbot.*) Do not you find that they learn more willingly in class, that there is a certain amount of imitation?—No, I do not think so. I do not think there is much emulation amongst them. I do not think that a man cares whether he can do better than his neighbour.

3451. One of the chaplains mentioned that it was much better to get them in another room because they felt brighter?—No. I do not think they care about that.

3452. (*Mr. Merrick.*) At Dartmoor nearly all of your men are working out of their cells, and therefore it is a change for them to be in?—Yes, 1,000 of them are out of their cells out of 1,050.

3453. Are your devotional books under the charge of the warder or the schoolmaster?—The schoolmaster.

3454. It has been suggested that these books and the slate should be placed under the charge of the warder and taken from the hands of the schoolmaster, and should be considered part of the cell equipment, the warder being accountable for the condition of the books?—I should prefer leaving it in the hands of the schoolmaster, but I would not have it necessary for a prisoner to ask the warder for a bible if he wanted one.

3455. What kind of supervision do you exercise over the work of the schoolmaster?—I examine the whole school twice a year, and I visit the school every night and just see that it is going on properly.

3456. The schoolmasters do not wear uniform in the convict service, but it has been suggested to us that a schoolmaster should wear a distinctive uniform, what is your opinion?—That they should wear a uniform. It should be uniform; now you get one man in a shooting coat and another in a Norfolk jacket. I think it would look very much more orderly and tidy if they were made to wear a uniform.

3457. Have you anything to suggest about the class of books used as instruction books?—I think the books are suitable enough for them.

3458. (*Major-General Sim.*) One warder told us that he had about fifty books, and he continued to give them out in his ward and saved a lot of trouble?—That would do very well with a warder who was to be depended upon and would take an interest in it, for one man who did that fifty would take no interest in it at all. I should certainly think it would be objectionable to allow the warder to have anything to do with the giving out of the best books, if a prisoner was short of his books at any time it would lay the warder open to a charge of neglect and then he would be apt to resent it.

3459. Not even the slate?—I do not think that matters so much. I never understood why the slates were put into the hands of the warders, but, as far as the trouble goes it is no trouble at all, the prisoners have every opportunity of getting their books changed, and my Scripture reader looks after the religious books.

3460. Does your Scripture reader do any teaching?—No, not school teaching, but he has a Bible class.

3461. (*Mr. Merrick.*) How many convicts do you think each schoolmaster teaches every week?—Well, on an average, I should say perhaps 60.

3462. As many as that?—I am only calculating roughly; there are only 200 attending the school; we have five schoolmasters, and one of these is engaged with the separate confinement men now, and he does not come in the evening.

3463. You think they all get instruction once a week?—Yes; for instance, in a class to-night if there are 15 or 16 men they all probably might read, perhaps, next Monday, there would be only time for writing, and so on.

3464. The three R's are done piecemeal?—Yes.

3465. (*Chairman.*) Have you any views about teaching prisoners in separate confinement?—Yes, I think that is the best time—far the best, for many reasons.

3466. You would keep it up in the convict prison?—As long as they were in separate confinement. I would have one or two schoolmasters go round to those who wished to continue to make progress in their work to visit them and encourage them; if a man, for instance, had finished his arithmetic, he might be taught to go on with algebra.

3467. But in the case of these convicts most of them served their separate confinement in a local prison, when they come to a public works prison would you go on teaching them?—No, not beyond what I say, letting the schoolmaster visit them in their cells; if they could not learn in the nine months I do not think they would be worth the trouble of trying to teach afterwards; those that were mentally incapable you would prove to be so in that time, then I would dispense with any further teaching.

3468. Do not you teach up to the Sixth Standard?—A man would have to be particularly good in reading for him to get five after I have examined him, and I should only put six to a man who was super-excellent.

3469. How far do you think they get as a rule?—Up to the fifth; I am more particular about the reading than anything, and require a man to get five in reading and four in writing before excusing him from school.

3470. In the local service up to the Third Standard is taught?—I do not know whether we have the same books, but a man that I should put three to would only be a man that could read the Third Standard book, perhaps words of two syllables.

3471. Do you consider the time of your schoolmasters is fully occupied?—By no means.

3472. What are they doing when they are not teaching?—They attend in the morning from 9 to 12—during that time for an hour they are changing the library books, which it has struck me is foreign to their office—I do not think it is necessary to pay a man 200*l.* a year as you do the schoolmasters to do a work like that.

3473. (*Major-General Sim.*) The men are all out at work then, are they not?—Yes, the cell-doors are open then and the schoolmasters can get into the cells—the rest of the morning they have to enter those books in a register kept for the purpose.

3474. (*Chairman.*) What is the scale of pay—can you say?—I think the principal schoolmaster's is about 200*l.* a year—I calculated the other day that in our particular prison it costs on an average about 20*l.* to raise each man a standard.

3475. What are the duties of the scripture reader?—The scripture reader chiefly works under me. We have a large number of men who want to see the chaplain, and I found my time was so much wasted with frivolous requests that I made the scripture reader take all that off my hands, and only put down those whom he finds that I can do any good by going to see—that is a great part of his work, and then he always attends the morning service at 7 o'clock to play the harmonium, then he goes to the infirmary and takes one ward, and I take another, and, in short, makes himself generally useful.

3476. How much of his time is actually spent in visiting the prisoners?—All the time that he can do it from 12 to 1, and from 5.30 to 6.30, unless we are engaged in something else.

3477. I gather from you that your opinion is that if more time were given to the education of convicts during their separate confinement, that the number of schoolmasters in the convict service might be reduced?—Certainly, my idea is that you would not reduce them but transfer them. We have got about 50 or 60 separate confinement men now—if you were not going to send any more the number of schoolmasters in our prison might be reduced—but just as you send the doctors where the patients are, I should send the schoolmasters where the men are that could be got at for teaching.

3478. Have you considered the question of giving lectures to prisoners?—Yes, I have suggested it several times in former years.

3479. You are in favour of it?—Yes, very much.

3480. You could do it?—I flatter myself I could make a lecture interesting if I could have a magic lantern—one could do a great deal in that way with the men by lecturing to them. I also think in a lecture of that kind you would be able to lead their minds to be desirous of reading about the subjects of the lectures.

3481. How would you propose to organise it?—We should want a room specially built for it, and then I think we should want certain help—a magic lantern, if it could be managed, would be the best thing, but if not I would have pictures to show them. I would make attendance at them, of course, voluntary. I would not compel them to come.

3482. You would have specially selected prisoners?—I should leave the selection to the governor. I should supervise the list myself, and scratch out any doubtful customers.

3483. (*Major-General Sim.*) What would you think the best time to have these lectures?—I should think in the winter.

3484. (*Hon. Mrs. Talbot.*) May I ask, in connexion with this lecture, if you think it would be a good thing to teach rather more technical subjects, to be taught to the men who have already profited by their teaching?—There you see the difficulty would be that you would have to have different men to teach.

3485. It would have a good effect upon the prisoners?—Yes, but they are taught all those things now as trades; if a man wants to learn carpentering he would learn it as a trade in the carpenter's shop.

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3486. (*Major-General Sim.*) There is one thing I saw the other day, it is a new system of what is called brush painting; they are very fond of flowers?—Yes.

3487. I am speaking more of what you said about the very illiterate men; they might be rather clever with their hands?—I think you might sometimes be a little more ready to supply prisoners with materials. I do not think there is really any danger of their being misused. Sometimes you will meet with a painter or an artist; other men are very clever at modelling. I have often thought there could not be any harm about supplying a few materials to such men.

3488. (*Hon. Mrs. Talbot.*) I suppose the schoolmasters could teach rather more advanced things?—Yes, if necessary—their time must be rather dull—it is the same every day with them; practically, you see, they teach nothing but reading, writing, and arithmetic, till I should think they have almost forgotten everything else themselves. I do not think they would be capable of giving lectures unless they read up themselves. It would be a great danger in lectures that you might have an unqualified lecturer.

3489. (*Chairman.*) Are any of your schoolmasters qualified?—I should think they might be, but the great thing would be to prevent the lecture from becoming a mere formality or a farce. I mean you want as much variety as possible.

3490. (*Mr. Merrick.*) How frequently would you have these lectures?—I would not have them more than once or twice a week; once a week is sufficient.

3491. (*Hon. Mrs. Talbot.*) Do you have different preachers sometimes?—Yes, we had on 10 Sunday mornings in succession, and a fresh man every morning.

3492. (*Chairman.*) One of the points referred to us for inquiry is as to whether the existing means of moral instruction are sufficient; do you think they are sufficient?—Do you mean as to the supply of religious teachers?

3493. Well, the means existing for elevating the tone of prisoners, and generally for moral instruction?—You must have some standard to compare it with. Comparing it with the village outside. I think the prisoners have far better opportunities, and use them under their peculiar circumstances. On the other hand, when you remember that there are 1,050 prisoners, one may say to me, "you have not been to see me for more than a "year."

3494. You have no assistant chaplain?—No, I have applied again and again for an assistant chaplain, but I would point out that the Treasury, while refusing to grant the pay of an assistant chaplain, spend a great deal of money on these schoolmasters, who are very little use to me.

3495. What is the proportion of Roman Catholics in your prison?—There are 300 Roman Catholics and I have about 750 Protestant prisoners. Nobody knows what the feeling is that you are constantly behind with your work, it affects one to consider the number of things that you have to let go simply because there is no time to do them. I consider that where there are over 500 men in any prison, you certainly need an assistant.

3496. Does the Vicar of Princetown help only in your absence?—Only when I am away. I think it would not work so well to engage his services at other times as to have an assistant chaplain, as he already has quite as much as he can do in his parish.

3497. (*Hon. Miss Talbot.*) How does that compare with the work of an ordinary parish clergyman with 800 people to visit?—It is a different thing altogether; of course we have great advantages, when we visit our men they cannot slip out of the back door. I look upon it as a most important thing that you should know every one of them as a friend, individually. A parish clergyman can visit his people at any time, but our time is so limited for it. The only time that I can visit is from 12 to 1 and from 5.30 to 6.30, during ten months of the year. I must see the men who put their names down somehow and that leaves very little time for cell to cell visiting. I find they far more appreciate a visit if you are not sent for.

3498. You do visit during the dinner hour?—Yes.

3499. What is your rule about books for a prisoner in the infirmary; do they get well supplied with library books?—Yes, they have an extra number, the Scripture reader and myself change them every day if they want it. I always send up there the best of the new books that come in each year. I do that because I think the men there have more time to read.

3500. (*Major-General Sim.*) In the distribution of the library books of course a man has no choice, because you change them when he is not in the cell?—Yes, but he puts down on his slate if he wants a particular book, a note is made of it, and as far as the schoolmasters can do it, they supply him with that book in due course. Of course it is a difficult thing, if you get a particularly good book, everybody wants it at the same time. I do not think there is any cause for complaint about the books; we have an abundant supply of books.

3501. Does the orderly change the books under the superintendence of the schoolmaster?—No, the orderly is not allowed to meddle with the books, the law is laid down very strict on that point.

3502. (*Mr. Merrick.*) What are the most popular books that you have most in demand of the school books?—I should say the histories.

3503. Not the dictionaries?—Well, dictionaries and encyclopædias. I find that they will not take these books if they are to have only these, so I give them an ordinary library book and allow them to have an additional book, but it must be devotional, educational, or biographical. If a man is allowed only one book for the week he will prefer to have a light reading book.

3504. Do you find the Popular Educator much in demand?—Yes, very much.

3505. (*Chairman.*) Do you find any men anxious to pick up a language?—Yes; a man the other day asked me to lend him a Sallust, and I found he could read it better than I could myself. He had acquired a good knowledge of Latin in prison.

Rev. C. Crellin.

Rev. C. CRELLIN called and examined.

3506. (*Chairman.*) Mr. Crellin, you are chaplain at Borstal Convict Prison?—Yes.

3506*a*. And you have had some experience of convict prisons?—Yes.

3507. You have had some considerable experience of the working of education?—Yes.

3508. We should like to know your views upon it?—I think it is satisfactory as far as it goes.

3509. Would you say what improvements you think might be suggested?—I think for the more intelligent class of men, those who do not need to come to school, it would be a great advantage to have some lectures, if such could be permitted.

3510. I think in the convict service, you teach up to the Sixth Standard?—Yes, we go to the Sixth Standard, but we do not require that a man should reach the Sixth Standard, before we exempt him. A man may come in at the Fourth Standard, if so, we never educate them up to the sixth.

3511. (*Mr. Merrick.*) You do not take them beyond the third?—If a man can read his book, write his letter, and can do a few sums, we excuse him as a rule.

3512. What sums?—If he can do a multiplication sum—we look mostly to the reading and writing.

3513. (*Chairman.*) Do you think sufficient time is given?—I think sufficient time is given for convicts, because they are frequently in for considerable periods, and before they leave they are able to read their book and write their letter.

3514. You do not think it is necessary to have more time?—I should like to have ten minutes more than we have—I should like to have school started at 5.30. I think the ten minutes extra would be a great help to us—I was speaking to the governor about it—he thinks there would be no difficulty in regard to the discipline.

3515. Do you think that the best time in the day?—Ishould not say that, but I do not think we should put education before the labour.

3516. You think the labour should come first?—I think, of course, it is a very wise thing to instruct a man sufficiently to read a book and write a letter, but anything beyond that, I think, certainly, is a privilege.

3517. Do you find prisoners come in dead tired with a long day's work, and they do not feel inclined to be

taught?—I have never noticed it on account of weariness—I do not think, as a rule, it has anything to do with weariness.

3518. We had it in evidence that the practice was for a certain number of men to be kept back after chapel in the convict service, and were not allowed to go out until they had received instructions—are you aware of that?—No, I was not aware that that ever existed.

3519. Should you think that was a better plan?—No, I do not think it would be, it is quite a new idea to me. I may say with regard to the evening education we used to allow about 10 or 15 men to come out to practice—we did not actually teach them but they liked to come out just to employ themselves—they were rather anxious to come out and so they could hardly have been weary—we do not allow them to chat, of course—at the same time it is a change.

3520. Is your teaching in class now?—All in class.

3521. Which system do you prefer, cellular or class education?—I prefer class, unless there is a considerable amount of time given—I think it would be absurd with the short time that we have to teach otherwise than in class—one could not do anything.

3522. How much do these prisoners get?—Twice a week about forty minutes.

3523. Each prisoner does get that?—Each on the school list.

3524. (*Major-General Sim.*) They are all taught in the same class?—We divide them into classes for reading.

3525. Have you any restrictions as to age?—I never make any restrictions in that way, the chief restriction that I make is when a man has been in penal servitude several times, then I am rather anxious to excuse him as he only checks the others.

3526. But what amount of classification is there in the selection of prisoners, you take a prisoner who has been in several times and you set him down in class?—I make no classification in that way, we make no difference whatever—the very worst character would sit near the best character—I sincerely hope that there will be classification.

3527. Do not you think if more time were given, that they could be taught by cellular instruction?—The difficulty, of course, is this. I do not know if the governor could arrange for all the men to be close together in their cells, otherwise the master has to walk from one cell to the other, by the time he has given out the books, and the men have fairly set to work, all the time is gone.

3528. Then you want to find more time?—If you can do that I should not object; then with regard to the reading I do not think the men are as likely to make as much progress as they do in class. I think that occassionally to have a blackboard out and to give them a few sums is a very great addition. The men were very pleased when I tried that myself, of course it is a change.

3529. (*Mr. Merrick.*) If you have four desks what is to prevent your putting first offenders in the first row and others more venal in the next?—I do not see any reason why you should not do that.

3529*a*. Would it make any difference in the reading?—No, I should be very pleased indeed to endeavour to carry it out.

3530. Are your classes arranged so that they sit at desks?—We have four desks.

3531. How many in each desk?—Five in each desk.

3532. Then you have about 20 in a class?—Yes.

3533. Do you get any reports for misbehaviour?—Very seldom.

3534. Is there any discipline officer attached to supervise?—Always.

3535. In addition to the schoolmaster?—In addition to the schoolmaster.

3536. Do you think that the dinner hour might be utilised for cellular instruction by the schoolmaster?—I think that the men need their rest then, if I visit in the evening I find the men wish to read their books, if I go in the middle of the day I frequently find the men having a nap; I think they are not so active mentally in the middle of the day as they are in the evening, that is my opinion.

3537. You would be against this visiting in the middle of the day?—For the schoolmaster.

3538. (*Major-General Sim.*) You go round yourself?—Yes.

3539. (*Chairman.*) Have you ever known a prisoner object to be being visited in the day?—I have only known one case—men vary, some men are more ready for a chat, according to their various dispositions.

3540. Do you think it is possible that the evening could be utilised?—I should certainly agree with the cell instruction in the evening, except I am afraid at Borstal there would be one difficulty, and that is, that all the tables are at the far end of the cell, we have none under the gas lights.

3541. It might be made use of in many instances?—I should certainly not object in the slightest to cell instruction if more time is given. I used to hear what a farce it was in Chatham prison where the time was practically spent in giving out the books, but in those days there was only half an hour. It is quite a new thing to begin at 20 minutes to 6—from 6.30 they are doubly locked in.

3542. They are doing nothing beyond reading?—No.

3542*a*. Of course if arrangements were made by which the schoolmaster had time given to him he might spend that time?—Yes, I think so. Of course in addition they have their duties at the present time which require them to be in the prison at the beginning and the middle of the day.

3543. What clerical work do they do?—The giving out of the letters and dealing with the correspondence.

3544. Prisoner's letters?—Yes.

3545. That is always done by the schoolmasters?—Yes.

3546. They have to help prisoners in writing letters?—If they want it.

3547. Your schoolmasters do now no duties that do not belong to the schoolmaster?—None. One great disadvantage that we suffer from is that they have never been allowed keys.

3548. Do you see any objection to giving the schoolmaster a cell key?—Not the slightest. I imagine a schoolmaster could be trusted as well as a discipline officer.

3549. Do you think there would be any danger of assault?—I do not think so.

3550. You would not fear any danger of that sort?—No. I suppose there is the same danger with the chaplain.

3551. Do you visit alone or does the schoolmaster attend upon you?—I always visit alone.

3552. Your schoolmasters do not wear uniform?—No, they do not wear uniform.

3553. Are they all certificated men?—Both, I have only two.

3554. (*Mr. Merrick.*) Do you see any objection to their wearing a distinctive uniform, not a warder's uniform?—I think, perhaps, that undress is, if anything, better.

3555. Do you think it has any moral force upon the prisoner?—I think it is better that the teachers should not be in uniform—it is the rarest thing that we have any trouble with the prisoners—I think it is partly due to our not being in uniform.

3556. (*Chairman.*) You have not got a troublesome set of prisoners at Borstal?—No.

3557. (*Mr. Merrick.*) How many have you?—250.

3558. How many available for instruction?—About 40; we have got 23 on the list, but that will reach up in the course of the year to about double that.

3559. (*Chairman.*) Have you any views on the question of the education of convicts undergoing their nine months of separate confinement—it has been represented to us that that is a valuable time?—I think it would be a valuable time—I certainly think it would be advisable to instruct them, if possible, whether convicts or otherwise.

3560. The idea is that if much more attention was paid to them then it would do away with the necessity to have so many teachers in the convict service?—I think it is very probable that by the time they came to us they could keep it up themselves—in fact with ordinarily intelligent prisoners I expect the nine months would be sufficient.

3561. You have had experience of local prisoners at Derby—do you find that convicts generally are better

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educated men than the ordinary local prisoner?—I am afraid I cannot answer that, because, at Derby, the amount of education was nil—the amount of education was so small that I could hardly tell you what it was, and the men who got any education were, I suppose, the most intelligent of the men that we should get in the local prisons.

3562. (*Hon. Mrs. Talbot.*) Do you think any more use could be made of Sundays?—In what respect?

3563. In the way of education or influence for good; have they their two services?—Yes.

3564. I suppose they are not visited on Sundays; they are quietly in their cells from 4 o'clock to 8 o'clock without any visitor at all?—Yes.

3565. They can read their own books?—Yes.

3566. They have nothing to make Sunday pleasanter than other days?—No.

3567. (*Chairman.*) Do your schoolmasters take alternate Sundays?—No; one schoolmaster has to take the whole of the duty because the other does not play the harmonium, and the latter never comes on Saturday at all.

3568. (*Hon. Mrs. Talbot.*) Do you have a choir practice?—We have a choir practice on Thursday; we do not have the whole of the men, only about 16.

3569. There are very few who can read at all?—It is a small per-centage nowadays to what it used to be. I will remember your suggestion with regard to visiting; we have no Scripture reader, of course, at Borstal, so that the visiting depends entirely upon myself.

3570. (*Chairman.*) What are the means of moral instruction for prisoners?—I think there is sufficient moral instruction; I do not think there is sufficient intellectual instruction; of course, it is always within the power of the chaplain to have extra instruction, Bible classes, and so on. I always consider that the men get so much. I am not particularly eager to have extra classes; I should prefer intellectual education.

3571. (*Hon. Mrs. Talbot.*) Do you ever try to get outside preachers?—I try to get one once a month.

3572. *Mr. Merrick.*) Do you supervise the schoolmaster's work much?—I always go in to see what is going on; sometimes I take a class, especially if the schoolmaster is away.

3573. Just now you said you thought more time might be given; do you mean longer lessons or more lessons in the course of the week?—I only think longer time should be given if there is cellular instruction.

3574. How much progress do you think they make in the course of six months—a standard?—About that.

3575. Do you conduct examinations yourself?—Yes, in March and September, but never on discharge—we do not consider it necessary to examine them when they go out. We have just had our examination, and now for commencing this new year we have just got 23 men to start with.

3576. Has it never been the practice to examine the prisoners on discharge?—Not in convict prisons.

3577. A man might go out a week before the examination?—Yes, he might have done so.

3578. Do you think it is desirable, or do you think there should be some record?—If the statistics were of very great importance I certainly think we should have one—it would be very easy, of course, to have a man examined when he was discharged—we could easily do it.

3579. It has been suggested to us that the devotional books—bible, prayer book, and hymn book, the slate, and the book of moral instruction should be considered part of the cell equipment, and that the warder should have charge of these books instead of the schoolmaster—would you approve of such a change?—I think it would throw a good deal of work on the discipline department, but I should not have the slightest objection—if 20 men come in the schoolmaster distributes the bibles, the prayer books, and hymn books, but if they were under the special charge of the discipline officer we should not have any trouble.

3580. But you conceive that the present system is better?—Well, I think it would be.

3581. (*Chairman.*) You have no Roman Catholics at Borstal?—No, we have none there. With regard to our school books, I do not think they are at all up to date. In some cases—they instruct the prisoners erroneously—in one instance it said in the book, "All the insects "are dead, and the remainder are in a torpid state"! They are not up-to-date in regard to the words used in the various standards, and we should like the liberty to order books that are published now by Nelsons' and others—we might have a small quantity, and in the course of a year or two a few more. I think the unfortunate part of it is this, that a prisoner says he can read this book or that page just because he knows the book so well. I was going to make the same suggestion with regard to the copy books—I do not think they are quite suitable—they seem to be more suitable for the army.

3582. (*Mr. Merrick.*) Do not you think you ought to consider yourself very greatly privileged to have copy-books at all as well as slates?——

3583. (*Major-General Sim.*) What sort of lectures would you give?—Lectures on sanitation, agriculture, acoustics, light and heat, electricity; and occasional historical lectures would be extremely useful.

3584. (*Chairman.*) Who would give those lectures?—In regard to Borstal, I have two very efficient schoolmasters who would be capable of giving any lectures.

3585. Would you be able to find someone who would be willing to come in at your request?—What I would rather suggest is that we might have someone to come in and help with the school work.

3586. How would you manage it?—I would suggest that you perhaps would be able to allow us a magic lantern, and then I think that we could very well manage ourselves.

3587. Where would you give it at Borstal?—I think we should have to give it in the chapel.

3588. You have no room there?—No.

3589. (*Hon. Mrs. Talbot.*) Would the men be selected?—I think it would be only a privileged class of men who would have the lecture, the men are not the same kind of class that they used to be—I should suggest that there should be some kind of informal examination just to test the men, and it would really be considered to be a privilege, and I think it would do a great deal of good.

3590. Would you have any objection to using the chapel?—I should not myself—it is not consecrated.

3591. Some chaplains have that feeling?—Yes, I daresay they would.

3592. When would you propose to find time?—I would suggest that the lecture should be given during the time of the school instruction, that is to say, about an hour, and then I would suggest that there should be a course of lectures of about 12 or 13, on any particular subject, or possibly two courses of lectures on two days in the week.

3593. The time to be taken out of the education?—An extended means of education, that is to say, that no prisoner at school would be allowed to attend, and it would be an inducement to them to try and do their utmost so that they might eventually be excused school and be able to come to the lectures.

TENTH DAY.

Home Office, Friday, 20th March 1896.

PRESENT:

R. S. MITFORD Esq. (*Chairman*).

Hon. Mrs. E. S. Talbot.
Major-General C. A. Sim.
Rev. G. P. Merrick.
Captain C. Eardley-Wilmot (*Secretary*).

Rev. J. T. Phipps called and examined.

Rev. J. T. Phipps.

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3594. (*Chairman.*) Mr. Phipps, you have had a lot of experience as chaplain in the convict service?—I have.

3595. You are at Portland now?—Yes.

3596. Do you think that the system of education at present existing is satisfactory?—I cannot say it is satisfactory.

3597. In what respect?—The time given is not enough.

3598. At present the education is given entirely in the evening when they come in from their labour?—Yes.

3599. How much a week?—On an average forty minutes for whole the year—about nine months in the year they have barely 30 minutes—from February to October 31st we have barely half an hour.

3600. Is that two lessons a week?—One lesson a week for each man.

3601. Have you any suggestions to make, how extra time could be found?—It is so difficult to make any suggestions because of interference with the discipline, and then there is another point, that instruction, of course, at the end of the day's labour can never be satisfactory, because a man is tired—there is the weary feeling that they get from their work; many of them are quite unable at the end of the day to receive instruction.

3602. Do you think the dinner hour could be utilised? Do you see any objection to that?—Not after a certain time—from 12 to about 12.45.

3603. What time do the prisoners come in for the dinner?—11.15, they would be sitting down at their dinners about 11.30.

3604. And they don't march out to their labour till one o'clock?—Just after one.

3605. Do you think that the schoolmasters might usefully avail themselves of that hour by visiting them for cellular instruction?—Certainly, but there would be one difficulty, that there are so few warders on duty during the dinner hour, the whole hall would be in charge of one patrol, but all the instruction is done in class.

3606. You prefer the class education to cellular?—Yes, it is done under much pleasanter circumstances, in the cells there is not enough encouragement to work.

3607. It has always been the practice in the convict service to teach in class?—Yes, so far as I know.

3608. Have you any reason to suppose that prisoners would object to being taught during the dinner hour?—They do not very much like to be visited during the dinner hour. I think many of them really rest. I have often found them doing so. I have often opened a man's cell and found him asleep.

3609. (*Mr. Merrick.*) You think they would resent any portion of the dinner hour being taken for the purpose of education?—I should not like to say that, because I have never considered the question. I do not think they would like it because there is a difficulty in getting them to apply themselves at the end of the day. I think they would have a greater repugnance to instruction in the middle of the day than in the evening.

3610. (*Major-General Sim.*) If they were offered a choice between the dinner hour and the evening which would they prefer?—I think they would prefer the evening.

3611. (*Chairman.*) I suppose the dinner hour would be the worst time?—I think they would very much prefer the evening to the midday. The men go out to labour now about 7.30 in the morning, they work till a little after eleven and are called in at ten minutes past; they go out in the afternoon for 3½ hours from 1.30 till a little before five, but I think the men get more tired after the morning's work than after the afternoon.

3612. Suppose a certain number of men each morning were kept in instead of going out to labour?—It would be very much better, but I am afraid it would disorganise the labour.

3613. But you would approve of that supposing it could be arranged?—Certainly, I should greatly approve of it.

3614. It has been said to us in evidence that this used to be the practice?—I believe that was so, but long before my time. Of course there is a large number of men at school, we have 266 at Portland and that means a fifth part of these 266 men would be in from labour every day with the exception of Saturday.

3615. What do your prisoners do after six o'clock, from then till 7.30?—The school work is really from 6 till 6.30 and then they are locked up for the night about 6.45; the period between 6.45 and 7.45 is spent in reading.

3616. Might any part of that time be made use of?—Certainly, I think it might, I should think that that would be the most feasible time and it would give the chaplain more time to visit the men because, after all, the main visiting is done in the evening. We never think of visiting after the school is closed.

3617. Do the prisoners complain at all of being taught in class in the evening?—I know no reason why they should.

3618. Would they not be more tired than they would be during the dinner hour?—Of course I am speaking of that being the best you can do under the circumstances, after all when they are at school they are interested, and the master is teaching them in such a way as to keep up their interest.

3619. Do you think they regard it as a privilege?—I certainly do think that they do so now. I have always made it a point that the masters shall have as much latitude as possible in their teaching; that they shall not teach as if they were merely discipline men. Our masters are certificated teachers, they know how to teach, and they teach remarkably well, and the men are very anxious to get into the two top classes.

3620. You teach up to the sixth standard?—Yes; no man is excused from school, unless he can take sixth in reading and fourth in writing.

3621. If a man passes the sixth standard he is left then to keep up his education by reading?—Unless he should apply to come to school, and then, in that case, I consider it.

3622. Then you have no restrictions as to age?—We do excuse men if they be old, incapable through bad sight or infirmity, so as to be unable to learn.

3623. Your population is about ——?—At the present moment it is 1,026.

3624. Do you excuse from school those who do not appreciate school?—No; I do not. I make a special point of that, because some men, for various reasons, do not care to come to school; some men would prefer to be left to idle their time away in their cell; even these make progress after a time; they see what is going on, and they must hear what the master is telling them.

3625. Do you consider the instruction part of the discipline of the prison?—You say that it is desirable that he should be instructed, and if a man shows

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disinclination, you subject him to instruction because of the discipline.

3626. (*Major-General Sim.*) These men who do not want instruction, they would probably read or go to sleep?—The men who do not wish to be instructed as a rule, probably cannot read and write, but I do not suppose I have had an application to be excused from school for six or seven months.

3627. (*Chairman.*) Do you receive many convicts who can neither read nor write now?—In 1869, before the passing of the Elementary Education Act in 1870, the number of men admitted to school was 391, out of a population of 1,568, for the year. In June of the same year the number was 470; the percentage might be struck off as 28 per cent. of those who attended school; the per-centage of those who could neither read nor write of those who were examined was 31 per cent.

3628. How does that compare with the numbers now?—The present population is 1,026, and we have at the school 266, which gives us a per-centage of 25 per cent., and the per-centage of those who could not read or write in March 1895 was 22 per cent., and in September was 19 per cent.

3629. What was the average for the year?—It would average about 21 per cent., and in 1869 it was 31, so that there would be a difference of 10 per cent., but as regards the per-centage of those who were admitted to school in the two years, the difference is not very great, about 3 or 4 per cent. That is a point that one has noticed before in getting up statistics for the annual report; it shows that there is still a great necessity notwithstanding the passing of the Education Act for the education of convicts in convict prisons after the lapse of 25 years.

3630. What number do you restrict your classes to?—We do not like to have more than 25, but sometimes they run up to 30.

3631. Does the schoolmaster take charge of a class of that size?—Yes.

3632. Without a discipline officer?—There are several discipline officers in the hall at the time.

3633. Where do you organise them?—In one of the prison halls; that is one reason why the men do not like to go to school in winter; the hall being necessarily draughty as the wind will blow under the door, but as I say, I really do not experience that difficulty so much now.

3634. Have you ever known evils to arise from the association of prisoners for school purposes?—Certainly not, because the supervision is so strict. I do not know how many, but I should think that there are six or seven officers looking over, we only allow five on a form.

3635. Do they face each other?—No.

3636. You have five schoolmasters at Portland?—Yes, one is a Roman Catholic.

3637. What are their hours of duty?—The hours of duty are 7 to 10 in the morning for the master, who comes in for the early service, if through any cause I should not be there he would take the prayers for me. That master is on duty from 7 to 10, and then he would go away and would return to duty at 2 o'clock, and be on till 4; if he did not come in the afternoon he would be on from 5.30 till 6.30.

3638. Is it not a fact that four out of five schoolmasters are off duty from 12 o'clock until about 5 or 5.15 every day?—Yes.

3639. Do not you think that is a great waste of material?—Of course, if their work was increased I think they would resent it.

3640. Compared with the discipline officers they have a very easy time of it; when you have five schoolmasters in a prison and four of them are off from 12 to 5 it is a waste of material?—They would very much prefer to be on duty from 9 till 4, that is the difficulty with the convict system that we are practically on duty all day long, we cannot get away, we are always on duty.

3641. You think they would prefer to be on duty from 9 till 4?—Yes, but at the same time that would do away with the attendance of a master at early prayers—then that master performs very important duties as soon as he has had his breakfast—he goes on to the applications of men for books, and that is a very important piece of work.

3642. I suppose the schoolmasters take it in turn for early duty?—Yes.

3642*a*. He also has to help prisoners in writing letters and petitions?—Yes.

3643. (*Mr. Merrick.*) What is the average attendance in the day?—Of course he must give three hours in the morning; what I would particularly point out is that the master would not object to give more time, he would be very glad to do so, if only his time could be given consecutively; if you bring us a number of men together for class instruction you must also have a number of officials to supervise them.

3644. With some of the schoolmasters, then, why not have cellular instruction?—Of course that could be done, it would be better to have cellular instruction rather than only half-an-hour in the class, if you could give us two hours a week for each man, but I must say I have had experience of the cellular instruction when I first came into the service, and I do not think it is a good plan at all. I think the men do not progress anything like so well in the cell as they do in the class.

3645. You do not think they would profit more by the individual attention of the schoolmaster?—I do not think they do, in the reading lesson the master will make his lesson embrace a great many objects, supposing anything is said about Charles the First, then the class would be told several particulars about that King, and so they would learn a great deal upon general subjects, in fact it is more like a short dissertation in the upper classes. Of course, in the lower classes I admit that the cell instruction might be carried on profitably, but I think that the upper classes would suffer very much by it, the great thing is to make it a pleasure as far as one possibly can, as it helps the men on and helps to humanise them; it is a great matter that they should feel that the masters are not discipline officers.

3646. Supposing some cell instruction were given, would you see any objection to allowing the schoolmaster to have keys?—The masters are not always as careful as they might be. I have known cases where keys have been left about. I do not think there would be any necessity for them to have the keys. If the senior master had them it would be enough. In cell instruction all the doors are open while it is going on; amongst the probationers the cells all along the landing are open of those that are at school, and I walk down and see if they are at work or not.

3647. Do you have a discipline officer in attendance when you go round?—Not on me.

3648. But he is in the ward?—Yes, to see the men are not transgressing.

3649. But during the instruction there is always a discipline officer present?—Yes, I suppose it is absolutely indispensable; I do not think it would be desirable to leave convicts alone.

3650. You think it would be dangerous?—Of course, if the master be really a master—not a warder—I do not think he should be called upon to exercise discipline duty with regard to convicts.

3651. (*Mr. Merrick.*) You do not conceive, I suppose, that the mere possession of the key would be an interference with the discipline department?—I do not think that those keys should be passed from one master to another.

3652. (*Chairman.*) Then, of course, their keys would have to be passed on to the senior master for the day?—Of course, I am contemplating that several masters would be teaching at the same time.

3653. Would it not save time?—I do not think it would be necessary for them to have the keys at all, because the doors are opened by the warder, and I do not think the master would require the keys.

3654. The schoolmaster never reports a prisoner now? That is what I have instructed as far as possible, that he should never be found reporting a convict.

3655. Would you allow a man to be insubordinate?—Certainly not.

3656. If he were insubordinate would the schoolmaster call in the discipline officer?—If the discipline officer were not there I should be inclined to think that he would report to me, and then, if I thought that the man was very rude, I should ask him to furnish me with a report, and I should forward it to the Governor.

3657. You never had such a case?—I do not think we have had since I have been there.

3658. Such a case never occurs?—As far as I know, I really do not remember a case; their conduct at school is good. But in late years convicts have altered so much.

3659. Do you think now that as a general rule convicts are better behaved now than they used to be?—Undoubtedly, more amenable decidedly.

3660. Do you think that if considerably more attention were paid to them for the purposes of instruction in the local prisons during the time that they are doing their nine months' separate confinement, that that would do away with the necessity for so much education in the convict prison? It has been suggested to us that it is a very desirable thing to do?—I think it must be carried on in a convict prison, because the men are so apt to lose their instruction.

3661. Supposing this system were in force, do you think it would relieve you a good deal of the education going on now in convict prisons?—Undoubtedly, but so far as I have gathered from the convicts, there is very little education given in the local prisons.

3662. (*Mr. Merrick.*) Do you mean that there is no education given to the local prisoners or to the convicts?—I should say to the convicts. One man said that at Lewes there was no instruction, at Exeter it was twice a week, 10 minutes for reading and writing; Leicester, once a week, 10 minutes reading only; Wormwood Scrubs, occasionally for about 20 minutes; Chelmsford, once a week, reading and writing—V 160, at Chelmsford for nine months, received no tuition at all; Manchester, once a week, 15 minutes; Hull, no instruction; Stafford, occasionally, for spelling and writing.

3663. (*Chairman.*) It seems a great deal might be done?—Undoubtedly. I think it would greatly relieve the necessity for instruction at public works prisons.

3664. That is what I mean—that when they come after having had their instruction for nine months, you would exercise your discretion?—Yes, I should.

3665. It probably might have the effect of reducing the numbers?—Undoubtedly, it would—we do get men from separate confinement with 0.0.0.—can neither read nor write—and yet when they come to us do learn to read and write—we do a great deal by giving them picture books—they are mainly supplied to the men in order to encourage them to read—but if you gave thorough instruction during the first nine months, I should imagine that you would only require the upper standards afterwards.

3666. In most of those cases the prisoner could practically keep up his own education?—Yes, if the men were fully instructed during their first nine months, it would surely be their own fault, because they would have every facility in the way of the supply of books—a man can apply for any book that he likes.

3667. You change twice a week now?—Yes, I am glad to say it is very successful. I am only sorry it was not done before.

3668. Do you think it would be an advantage to have a general rule to change books twice a week?—I certainly do, under the old system the men had their books changed only once a week, whereas now, if he does not get a book that he cares for on the Wednesday, it would be changed again.

3669. (*Mr. Merrick.*) You change the books while the prisoners are absent?—Yes.

3670. Then it does not give him a choice?—Well, on the morning before he puts his slate out stating, if he wants a particular book.

3671. (*Chairman.*) Does the schoolmaster change the books himself or does he have an orderly with him?—The schoolmaster does change the books himself, but he has two convicts to carry the basket and take up the books—then the master puts down the book, and the master enters that book himself and he is responsible.

3672. You have a good supply of books—an ample supply?—I should say an ample supply. We have about 70*l.* worth of books every year. The periodicals also are good—the "Leisure Hour," "Sunday Magazine," "Young England," "Good Words." We have had "Harper's Magazine" and also the "English illustrated," but I was obliged not to enter them again as they were getting rather sensational.

3673. (*Mr. Merrick.*) Do they use the popular educators much?—Yes, in our general library we have a great many of Cassell's publications, all Scott's works, lives of Dryden, Dickens, &c.

3674. As regards examinations do you always hold them yourself?—Yes.

3675. Periodically?—Yes, each six months. With regard to writing the masters dictate. I hear the reading and after it is all done I fix the standards.

3676. The schoolmasters do not hold the examinations themselves?—No.

3677. What is your arithmetic test?—The ordinary rules as division and compound addition—of course we only teach them the elementary subjects.

3678. Do you go as far as division or multiplication of money?—Yes.

3679. (*Chairman.*) Do you teach spelling?—Yes, we have spelling books.

3680. As regards lectures, have you considered the question of the advisability or desirability of giving lectures to convicts, lectures on secular subjects or interesting subjects?—It would be very nice.

3681. Do you think it would be a good thing?—Whom would you admit to your lectures?

3682. That is the question I was going to ask you; but first, do you think it would be a good thing?—Of course everything that tends to educate them must be good. It would be a good thing in that way. It would help to humanise them. We are all apt to get very much touched with the discipline from force of circumstances.

3683. Supposing they were given would you give them to the prisoners generally, or would you give them to selected prisoners?—The selection of prisoners one objects to very much. It would be better to fix upon the attainment of a certain educational status, but if you have the chaplain select those whom he thinks are the best behaved it would be very undesirable.

3684. You think it would be better to have an educational test?—Yes, anything to encourage the men to learn at school.

3685. What standard would you take?—I think six for reading and four for writing.

3686. (*Mr. Merrick.*) You would not confine it to the star class?—Certainly that would be worthy of consideration.

3687. Would you limit the lectures to the star class people or not?—If you had the star class men in prison and apart from the others I think it would be desirable. At the present moment the star class men practically get no advantage over the other men. It is only a matter of association. They do not associate with the other men. If the men think the star class are being treated better than the others there would be a good deal of dissatisfaction.

3688. Would you put the star class in contiguous cells?—I think that the present system of keeping them apart is so rigid that it is most excellent. I do not see any chance of any ordinary convict having conversation with a star class man.

3689. You think that idea of lectures might be tested with reference to star class prisoners?—I certainly think it would be of far more use to star class prisoners.

3690. (*Hon. Mrs. Talbot.*) You would not include those that have received any education in the prison at all, and you say you would have those attend lectures who pass the sixth standard—that would also include those who have never received instruction?—Certainly; every man is examined on admission, and even those who are well educated.

3691. (*Chairman.*) Supposing these lectures were to be given how would you propose to organise them—where would you give them, and who should give them?—It would be so difficult at Portland. Of course we have masters who are quite capable of giving them, but it would be much better if you had someone outside to give lectures now and then.

3692. How often would you give them?—I think a lecture once a month. It would be something for them to look forward to. The moment you begin anything regularly it becomes to them more or less perfunctory.

3693. You think your schoolmasters are quite capable?—Our masters at Portland, certainly.

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3694. Would you yourself like to give a lecture?—I should be pleased to do my best, but I consider that I have a great deal to do.

3695. Where could a lecture be given?—The only place where it could be given would be in the chapel.

3696. Should you have any objection to that?—It is not a consecrated building, and the conduct, of course, is always good. I should very much object to it if the lecturer were not careful. I should not care to have anything that would provoke any mirth. I should never object to give a lecture myself in the prison chapel, but there are some men I should object to. I think it is a very great matter to make the men feel that the chapel is a sacred place—not a place for laughter.

3697–8. Do you think it would be possible to find anyone round about who would be willing to come in?—I should imagine it would; there is no doubt, I might be able to find men who would come in. If the choice were left to the chaplains we should be very careful about it. I think that would be the way to do it and make the chaplain responsible for it. Then, supposing that the chaplain failed to find one, he could select a master, one in whom he had confidence.

3699. Perhaps some judicious clergyman you could think of?—Yes, of course, if we are to give lectures I would undertake that they should be supplied so long as they were not too frequent, and I think if you did not have them too frequently you could certainly confine them to the star class—it would not become so pointed. One always has a great wish not to make any distinctions between the two classes.

3700. You might have a lecture one time for the star class and the next lecture might be given to the men who have passed the standards who are not star class men?—Certainly.

3701. It seems to me that it would be rather a pity to deprive those men. You look upon the habitual criminals as hopeless?—I am always inclined to do more for the men that have only got one letter to their arm, and I always feel that if it is a question of spending time over a man I would rather do it with a man of one letter.

3702. The proper way would be to leave it to the discretion of the chaplain?—I should lay down some standard and I should make no distinction between second and third sentence men. I know it creates a bad feeling. You do not want to harden even a three letter man.

3703. What time would they be given?—I think that could only be done in the evening; there is one time that a great deal might be done and that is Saturday afternoons. There is one great difficulty about getting the men in the evening and that is that it is dark. I find it very difficult to visit on Saturday afternoons because the halls are in such a mess.

3704. Are the schoolmasters off duty altogether on Saturday?—Only in the afternoon. I should like to say with regard to the masters for the time they give they are fully employed. There is a great deal to attend to, letters, petitions, and the library; every book has to be carefully examined when it comes in.

3705. (*Hon. Mrs. Talbot.*) Do you think any use of Sunday could be made for lectures?—The only time then would be in the evening, and, speaking for myself, I find that taking the prayers and holding forth to a number of men is as much as I can do. I do not think I could undertake anything else on Sundays.

3706. Do you have any visitors on Sunday at all—Scripture readers?—Yes, we have a Scripture reader, they very much appreciate their chapel services, we very seldom have men under punishment for any misconduct. I have never seen anything in the chapel that you could take the least exception to. But in the first years it was so very different; a man might throw his cap up or shout out, but you never have that now.

3707. (*Chairman.*) Another point that has been raised is as to what are the means of moral instruction. Do you think that the existing means of moral instruction of prisoners are sufficient?—They have their daily prayers, they have their two services on Sunday, and then the visits of the chaplain. I think the private visiting is a great thing when the chaplain brings his own influence to bear on them.

3708. What part does the Scripture reader take?—He visits the men and advises and instructs them.

3709. He visits them in their cells?—Yes, he has a key.

3710. Is he on duty all day?—His hours are very much the same as the schoolmasters'.

3711. He also is off duty from 12 to 5?—Yes.

3712. Does he visit in the evening?—Yes, in the evening; he could not visit in the daytime.

3713. You would object to his visiting during the dinner hour?—I do not think it is desirable. I visit in the dinner hour, but then I know the men to whom I am going. The scripture reader might visit during the dinner hour, but I should doubt whether the discipline department would care for it; there is a certain amount of risk.

3714. Does the scripture reader have a cell key?—Yes.

3715. But he is not a discipline officer?—No.

3716. You have only one scripture reader?—Only one, and there is no doubt that he does exercise a considerable influence over the men.

3717. What strikes me most forcibly in your evidence is that you have all these schoolmasters and scripture reader who are off duty nearly all day long?—If you could increase their hours I certainly think it would be a good thing. I have often wished that I had some option in that respect, but if I did the whole question would be raised by the masters as to my power.

3718. And so you would have to have new regulations?—As far as I am concerned I should be glad to see it done, but what I am very anxious to impress upon you that really for the time they give, the whole time they have plenty to do, and I only wish I could have more of their time. They often complain that I insist on their doing too much, but then, of course, it must be done. They do more work now than they used to do.

3719. (*Major-General Sim.*) Supposing you had those lectures once a month on some subject of interest, do you think it would be a means of getting them to use their thinking powers if you were to invite any of the men to write down on their slates what they thought of the lecture—to give a resumé of it?—No doubt it would be a useful plan.

3720. Then you could gauge perhaps, after some of the lectures, how much they took in?—I think it would be a very good plan indeed.

3721. And might be a means of making a selection?—Yes. I think the suggestion is a very good one.

3722. After the first time that may be a means of your making a selection?—Yes. I think it would help them immensely; it would enable them to take an interest in the work.

3723. (*Chairman.*) What you want for instruction and lectures is a definite time table?—Yes; if we had that we could find the lecturers.

3724. (*Mr. Merrick.*) Without any expense to the Department?—We could not do it without a certain amount of expense. Of course, with regard to the fee, I do not think that would be necessary, but certainly they would have to be entertained. You must pay their railway fare, and you could not expect them to walk up the hill.

3725. Did I gather from you that your schoolmasters are employed on an average seven hours a day?—No, four hours a day. It should be considered what amount of time is given by the masters outside the prison; there is no doubt that the masters of our voluntary and board schools do give more time than ours do, but when they are off duty our men cannot do much but sit down and fall into idleness until they return in the afternoon.

3726. You mentioned just now that you would give more latitude to the schoolmaster?—I insist as far as I possibly can on latitude being allowed them.

3727. You would give them more discretion in the manner of the lesson?—Certainly, under the chaplain.

3728. You supervise their work?—Certainly.

3729. Do you think the schoolmasters should wear uniform?—Certainly not.

3730. Why?—Because I think that everything that tends to make the men look upon the schoolmasters as part of the discipline staff is not right.

3731. It has been suggested to us that the devotional books and the slate should be considered as part of the cell furniture, and that the warder should have charge of them and be responsible—do you approve of that?—I think that it is better that it should rest with the schoolmaster.

3731*a*. You think every man gets instruction?—In the Portland Prison, yes.

Rev. J. B. WHEELER called and examined.

3732. (*Chairman.*) Mr. Wheeler; you are chaplain at Parkhurst prison?—Yes.

3733. Will you tell the Committee what your prison experience has been?—I was in 1870 chaplain of the House of Detention, now pulled down, there for six years, that gave me a great deal of experience.

3734. Only untried prisoners?—Yes, untried prisoners, we used to have about 5,000 annually. From thence I went to Fulham female prison—there a year and a half—from Fulham prison I went to Portland prison, there nearly 2½ years; from Portland I went to Woking, there six years, and from Woking to Chatham six years, and then to Parkhurst.

3735. We should like to ask you your opinion of the present system of education—do you think it is satisfactory?—Of course one cannot separate that very well from the discipline—from my point of view it is hardly satisfactory. I can give you a definite answer, because of course it is unsatisfactory from the contact point of view, that is to say, that some of these vile fellows, old criminals, are brought cheek by jowl with the young prisoners, and that is where the mischief is in association.

3736. You mean that they are not classified?—They are not classified, and under the present system it is impossible to classify them.

3737. Do you think that sufficient time is given to it?—I think so on the whole, considering the great objection that the majority of prisoners have to education. I think that to some men the school is a punishment, and I have had again and again men send for me wanting to be exempt from school, and I have never been inclined to release them, because I have always said, "I "should like you to go out of prison with something in "your head" and therefore I never exempt from age—bad sight.

3738. Your prison is practically an invalid prison?—Yes.

3739. How many have you for education?—100.

3740. Out of a population of what?—670 in round numbers.

3741. How many schoolmasters have you?—Four—three schoolmasters and a Scripture reader.

3742. The Scripture reader takes no part in the education?—No.

3743. How much instruction does each prisoner get per week?—The summer and winter vary a great deal—in summer the prisoners have half an hour, and they have that twice a week; and in the winter they have about 1½ hours, that would make three hours per prisoner per week in winter.

3744. That is given in class in the evening?—Yes.

3745. Do you think that a good time to give instruction?—I think to withdraw the men from the works, would make it even more difficult to get the men to concentrate their mind upon it.

3746. Can you suggest any better time?—What I would suggest is that they might come in from the works an hour earlier, the men for school, and then they could take their meal with the other men

3747. Would that be a difficult matter to arrange?—It is difficult for me to say what the discipline can do.

3748. (*Hon. Mrs. Talbot.*) Would it not be possible to begin the work earlier?—No, that would certainly be a great interference with the whole of the discipline; the men are divided into parties, and the officers would not have their complements.

3749. (*Major-General Sim.*) What time is chapel?—The chapel is now at 5 minutes past 7 to 7.15, and they go out to work about 7.30.

3750. Do you think the dinner hour might be utilised for purposes of education?—No; it could not be used because all applicants to the Governor and medical officer come down; all applications are seen to during that time.

3751. The medical officer sees them during the dinner hour?—He sees them from 11.30 to 12.30.

3752. Does the officer of the ward decide whether the prisoner should stay in to see the doctor or not?—Unless it is a serious case.

3753. Supposing that men were not seen in this way do you see objections to the dinner hour being utilised?—That is a point I was going to dwell upon before. To a great many men the dinner hour is a breathing time; they have their meal, and then they sit down to a quiet read and for the rest, and they enjoy that time. I do not think it would be advisable for them to feel that there is no rest between the labour of the morning and that of the afternoon.

3754. (*Hon. Mrs. Talbot.*) It would be only a small proportion of the dinner hour—about a quarter of an hour?—You could not do it in that time, but a quarter of an hour means half an hour.

3755. (*Chairman.*) This would, of course, be cell to cell visitation?—Yes, you could only deal with a small proportion—it would hardly answer then if you consider it. It is a point that has never been brought before us, but I think looking at it from my point of view of visiting them as I do in the dinner hour I do not think it would do.

3756. You never have a prisoner object to your visiting him during the dinner hour?—No.

3757. If he is inclined for conversation you have a little talk with him?—Yes.

3758. What are your schoolmasters' hours of duty?—They come at 9 in the morning and they go home at 12; then they come again at night according to the school time. They come in now at 5.30 and in the winter they come in at 4.30.

3759. (*Mr. Merrick.*) How long do they remain then?—They remain till 6.30.

3760. (*Chairman.*) Every day then they are off duty from 12 till 5?—Of course it is a very inconvenient time for them; they would sooner go right through from 9 to 5 than have the day broken in that way.

3761. There is nothing for them to do between 12 and 5?—Yes.

3762. Whilst they are on their time is fully occupied?—Fully occupied; we have so much letter writing. Yesterday we had no less than 70 letters and 13 petitions. Every letter had to be read by the schoolmaster and Scripture reader, and then submitted to me. Every petition had to be summarised.

3763. (*Mr. Merrick.*) Do you do the summarising?—Yes.

3764. (*Major-General Sim.*) Do your schoolmasters write most of the letters for the prisoners, or do they write themselves?—They write themselves, but when a man wishes his letter to be written he sends to me and asks if he can have his letter written. I go into the matter, because I am quite aware that some lazy fellows would never write if they could avoid it.

3765. (*Mr. Merrick.*) Do you think it is a question of laziness or one of bad spelling?—It is a question of effort—of course the spelling has something to do with it.

3766. (*Chairman.*) Don't you think it is very often from a fear that they cannot express their case clearly?—Yes.

3767. Do you examine every prisoner on reception and discharge?—I do on reception, but not on discharge.

3768. You have no record of what the prisoners' capabilities are?—We have from the last examination.

3769. That might be six months before?—Yes, it might be.

3770. How often do you hold an intermediate examination?—Twice a year.

3771. Are the results recorded?—Yes, they appear in the annual reports—for instance, out of about 70 prisoners, 18 of them made no progress at all, 30 of them made fair progress, about 10 of them made good progress, and the rest very good indeed.

3772. Is it not the practice in most prisons to hold examinations on discharge?—I have never known it myself.

3773. (*Mr. Merrick.*) You allow the last half yearly examination to take the place of the discharge examination?—Yes.

3774. Do you hold the examination?—I hear the reading, but the schoolmaster holds the examination.

3775. It appears to me that it would be better for the chaplain to hold the examination?—We don't look upon

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the examination in the same way as an examination in an ordinary school, we simply look upon it as the result of what you have got out of the prisoner, the master has no interest personally in the examination, beyond that he is glad to know that they have done well.

3776. I take it that the schoolmasters don't give any aid at all?—Certainly not, they are not supposed to assist at all.

3777. (*Chairman.*) Your class is held in the room?—No, it is the hall between two divisions—the warder's hall.

3777*a*. Have you ever known of reporting arising whilst the prisoners are being taught?—From time to time.

3778. Are the officers there?—There is always one in this warder's hall.

3779. Specially to look after the men?—Yes.

3779*a*. Who would report a prisoner if necessary? Would the schoolmaster make a report to you of his conduct, or would he call in a discipline officer?—He would call the attention of the officer, and say "I can do nothing with this man."

3780. Does that often happen?—Very seldom.

3781. Do you teach up to the sixth standard?—As a rule, up to the third and fourth standard, we have 11 for our standard, four for reading, four for writing, and three for arithmetic.

3782. (*Mr. Merrick.*) So long as they make up 11 you pass them out of school?—Yes.

3783. (*Chairman.*) You have a Scripture reader at your prison?—Yes.

3784. One?—One.

3785. He takes no part in the education system?—He does not really, beyond what he may do when the schoolmaster is absent; his hours are exactly the same as the schoolmaster's, and he helps to take services in the infirmary; but the rule is that his work is to play the harmonium on Sundays, to attend to all applications made to me, and to have a library of his own of religious books. He goes round in the evening.

3786. Is he off duty in the daytime?—Yes.

3787. Never visits in the dinner-hour?—No.

3788–9. Do not you think he very well might—would it not be an assistance to you?—It would be, of course; he has no pass key. At one time both schoolmasters and Scripture reader were allowed keys such as I have; then they were taken away. Now the schoolmasters and the Scripture reader have ordinary cell keys only.

3790. Do you know that it is an unusual thing in the service for the schoolmaster to have a key?—I think it is not so unusual as it used to be—I think more and more facilities are given in this way.

3791. You would be in favour of the schoolmasters having cell keys?—The senior schoolmaster has a pass key.

3792. Would you give him a main key?—Certainly; a warder is trusted with a key after a week in the service, but a schoolmaster who has been 10 years in the service cannot be trusted with a key! I have always bitterly complained of that.

3793. The general practice in the service is for the schoolmasters not to have keys?—Certainly.

3794. Can you say how this senior schoolmaster got a key?—By special permission of the Director—he could not get it otherwise—still, I think that the schoolmasters, as also Scripture readers, might be trusted with the main key.

3795. I gather that you much prefer cellular education to class?—I would prefer it for really teaching them.

3796. You think they learn more by cellular instruction than class?—Certainly; of course, in the evening there would be very little difficulty about it, as the cells are mostly open, and the officers on the landing.

3797. If your senior schoolmaster does not happen to be on duty, the keys are passed to the next senior?—I do not know if that is done.

3798. (*Mr. Merrick.*) Do you have two or three classes going on at the same time?—Yes.

3799. Are they all in the same hall?—Yes, but the desks are divided.

3800. (*Chairman.*) I suppose he gives up his key at the gate, the same as the other officers?—Yes, but it makes such a difference in the time; the schoolmaster may receive a letter, pass it out to me, and ask me to sign it, and then he goes down to the hall and finds the officer has just gone to dinner, and has a great difficulty in getting in.

3801. Have you considered the question of lectures to prisoners—one of the special points referred to us?—I do not see that we could carry it out in a prison like ours, which is an invalid prison; they are constantly in the hospital, and there are so many worn-out prisoners that I hardly see how it would be appreciated; and then the question is, what kind of lectures?

3802. Lectures on some interesting secular subject?—Who would give these lectures?

3803. The chaplain or the schoolmaster?—If you give the lectures you must have an outsider who is really up in these subjects; it was tried at Woking, and it gradually fell off; the man, the chaplain himself, was a most accomplished man, but he was obliged to give it up at last, greatly against his will.

3804. (*Major-General Sim.*) Where were they given in Woking?—In the chapel.

3805. Who to?—All who chose to come.

3806. What time did he give them?—In the evening, but I think that the character of the books that the men have is so good that those men who are inclined to receive instruction would prefer that they should have their books in their cell quietly than that they should be marched out to attend a lecture.

3807. Do you know how often those lectures were given?—I believe it was once a fortnight.

3808. (*Mr. Merrick.*) In what way were they a failure?—They fell off—the men did not care to come.

3809. (*Chairman.*) Were they given to selected prisoners?—Yes; the better class of men, who, it was thought, would appreciate them.

3810. (*Mr. Merrick.*) How long were they carried on?—Six or seven years.

3811. (*Hon. Mrs. Talbot.*) Had you only one person who lectured to them?—No, we got lecturers from all parts of the country.

3812. Did the men ask to be relieved?—Well, they declined to come.

3813. (*Chairman.*) Were the men given the option of coming?—They were given the option of coming and they got tired of it, at last it dwindled down.

3814. (*Major-General Sim.*) Do not you think that would be the case if you gave them the option in reference to chapel?—Certainly I do. I certainly think there are fellows there who would get out of it if they could.

3815. Do not you think the majority of prisoners would rather welcome some variation in the prison monotony in the shape of lectures?—I think there might be a few who would welcome it.

3816. Do not you think it would be a good thing to give them something to look forward to?—Yes, but there is another way of varying their monotony; I mean, teaching them different occupations instead of the mere delving and digging that they have. They might go out to Canada and other places, but when they go out simply able to dig what chance is there? If they were taught a trade it would make all the difference to the men.

3817. That is the very thing they want in Canada—people that can dig—they want labourers and agriculturists?—All things being equal, that is all right, but you must remember that these men physically are not very strong. A man can be a good carpenter without possessing much physical strength, whereas he must have a certain amount of physical strength to be employed agriculturally; we know all the world over that a mechanic has more chance of a livelihood than as a digger.

3818. (*Chairman.*) Do you think on the whole the results are satisfactory?—Considering the class of men educated and the shortness of the time allotted to education, I think we may say that it is.

3819. (*Mr. Merrick.*) You said just now that there was a difficulty in classifying the scholars; what is the difficulty, where do you find it?—The men come down from different halls and they are placed in classes according to their standard, and these men, if you come to classify them, you must break up each class into

three or four fragments as it were, extending your room in proportion.

3820. Is there any objection to placing first offenders on the first bench, those who had a second sentence on the next, and so on?—That is hardly classification; I mean these men are behind each other and they can communicate almost as much as though they sat opposite each other. What I call classification is that there can be no communication between them.

3821. Do you object to your schoolmasters wearing a distinct uniform?—I have no objection.

3822. Do you think it is a good thing or a bad thing?—I do not think it would be a good thing.

3823. Why?—Because, not wearing a uniform gives him a higher position—to wear a uniform would imply that he was more of a discipline officer—all non-discipline officers are out of uniform. It would be invidious if you put the schoolmaster into uniform and not the clerks.

3824. It has been suggested to us that the devotional books in the care of the schoolmaster should be handed over to the care of the warder, that they should be considered part of the cell equipment; you do not approve of that?—No, certainly not, most emphatically.

3825. When a convict is transferred from a local prison to you, do you get with him a school register record of his examination by the local chaplain?—If he has not been educated at that prison we do not get a book.

3826. Supposing he had?—We should get his record.

3827. I observe that there is rather a different standard existing under yourself with that which exists elsewhere, in one case they require a maximum of 11, another 12, another 13, and yet, perhaps, after all, you may consider that where a man has three or four he ought to be advanced?—I think it practically comes to the same thing. I judge from how the books come to me. I often find that I have to put the standard a little lower or higher.

3828. Are you satisfied both with the books in the library and also for instruction?—Of course that is a matter of finance, that is to say, we are allowed so much for books and we have to divide that between books for the educated and uneducated. We are obliged to consider that one costly book would buy half-a-dozen other books; we have the standard biographical works, such as Lives of Gladstone, Beaconsfield, and the great engineers; we have travels, and in recent years we have been allowed to introduce a book or two of Thackeray's. When I first came into the service, novels were not allowed, but now we have a wide latitude and one is grateful for it, because, of course, the prisoners know these books and they ask you for them. The prisoners are allowed to suggest to us books that they would prefer.

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3829. What do you understand by books of moral instruction apart from religious instruction?—Well, I should think a biography is a book of moral instruction.

3830. (*Chairman.*) How do you differentiate books of moral instruction from library books?—We take a high standard such as Butler, and when you come into theological works——

3831. (*Mr. Merrick.*) Apart from theology and divinity, history, biography or romance, what do you understand by a book of moral instruction?—It is rather difficult to say. I should call Drummond's "Natural Law in the Spiritual World," a moral book.

3832. (*Major-General Sim.*) You are evidently very strong on the communication between prisoners?—Very.

3833. Do not you think 50 in a class is a great many?—If you can somehow or other avoid having so many in a class, it would be better.

3834. But you are very much against any instruction being given in their cells in the dinner hour?—I have the objection because of the difficulties. I have no personal objection, the difficulties are that so many things are done in the dinner hour, and then I feel that the prisoner enjoys his dinner hour and the rest it gives him, and, therefore, though I do not see any objection, I could not see my way clear to adopt it.

3835. It would prevent all that communication?—It is in the works that the greatest evil arises; when men are digging with their spades they can converse, and no one can really hear what they say.

3836. (*Chairman.*) It appears to me that the classes at Parkhurst are very much larger than usual?—There are not 50 in each separate class, but 50 in the class-room at the same time.

3837. (*Major-General Sim.*) They are divided into your different standards?—Exactly, 50 is the extreme, but we have 40, sometimes, I never have lower than 40.

3838. (*Mr. Merrick.*) Do you think there is much emulation amongst the prisoners in class?—No, they are only brought together on the instruction night, and their cells are quite separate from each other, the same men do not always sit near each other.

3839. You do not think there is a stimulus in numbers? No.

3840. (*Major-General Sim.*) In your experience in some of the gaols have you had experience of warder Scripture readers?—No, never. I do not think they would exercise the same influence as those over men who have been educated from their youth scholastically.

Schoolmaster C. J. HOPPING called and examined.

Schoolmaster C. J. Hopping.

3841. (*Chairman.*) You are schoolmaster at Parkhurst, Mr. Hopping?—Yes.

3842. How many years' experience have you?—30 years.

3843. What prisons have you been at?—I have been at Dartmoor, then Parkhurst then Pentonville, then Millbank, and to Parkhurst again.

3844. What are your hours of duty?—I read morning prayers at 7 o'clock in turn with the other schoolmasters; then from 9 to 12, and then again in the evening from 5.30 to 6.30.

3845. You are off duty from the dinner hour to 5.30?—Yes.

3846. Each one has a turn of early duty once in four weeks?—Yes.

3847. Do you consider the present system of education to be satisfactory?—No.

3848. In what respect do you think it is unsatisfactory?—The time is altogether insufficient for any practical purposes.

3849. Can you suggest any means of finding more time?—I think if the men were assembled for school when the parties go out in the afternoon we could keep school on, say, for an hour and a half, and they could then go on to their parties again. If we could keep them after dinner I think it would be very feasible.

3850. That is your suggestion?—That is merely a suggestion on my part.

3851. Do you see any reason why the dinner hour should not be made use of?—Not for any purposes connected with teaching.

3852. What would you propose to do?—The clerical labour.

3853. What do you call clerical labour?—Letters, petitions, correspondence between Governor's office and ourselves; we must keep certain books in order to get the necessary information.

3854. How is it you can be off between 12 and 5.30?—Because it is not the hours of duty, and because the clerical duties are done in the morning, and school can only be held in evening.

3855. What is the clerical labour?—On Monday morning, when I go in at 8.30, I find in my boxes the letter-cards coming in from the halls, and these letter-cards contain the applications from each landing. I have then to take a large book which I keep for the purpose, and copy off the names from the cards. Then we have to keep a class book in order to see what class the men are in, and whether they are eligible for letters or not. Having this large number of names, perhaps 60 or 70, we take each individual name, see that he is in the second class, for example, and that he has not had any previous letter during the period of four months, and having ascertained that he is due, I write against him "due."

3856. Do you consider that it is part of the schoolmaster's duty to ascertain whether a man is due to write a letter or not?—Yes, it is the rule of the service.

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3857. The next duty?—I have to take the letter cards. I write on these cards "due" or "not due." I then take the letter sheets, and from this book I make out the register number, name, Parkhurst Prison, Isle of Wight, and then write these particulars on the sheet.

3858. Do you read them all through?—The chaplain is supposed to read them.

3859. (*Mr. Merrick.*) But do you read them?—Occasionally I assist.

3860. (*Chairman.*) You have to assist men who are not able to write?—Yes, the name is submitted to the Director, and if he approves we go to their cells and take notes of what they say and come back to the office and write their letters for them.

3861. How many a week?—Not many.

3862. Half-a-dozen?—Certainly that; then the petition book takes a long time.

3862*a*. What time of day is all this done?—That is in the morning between 9 and 12.

3863. Are prisoners kept in their cells for this purpose?—No, when they come in to have their dinner.

3864. On letter-writing days you remain on duty till one o'clock?—Yes, then we go and gather up the letters.

3865. Can you finish it all by one o'clock?—No.

3866. On letter-writing days you go off at one o'clock and come back at 5.30?—No, we do not return at 5.30.

3867. All your teaching is done in class?—Yes.

3868. Do you think that is a good principle, or would you prefer to see all cellular instruction?—Of course class-teaching is almost an absolutely necessary thing in a public works prison.

3869. As a matter of principle which do you prefer?—Providing we have a staff sufficient I should say cellular teaching is by far the best.

3870. Do you think the prisoner learns the most by it?—Yes. He has no distraction, and he also prepares his work better between one school visit and another.

3871. (*Mr. Merrick.*) Do you find that there is a stimulus on the part of prisoners in class-teaching?—I think not. I think they come in tired from their day's work, and almost before they can finish their supper they are hurried off down to school. A great many of them certainly prefer to stay in their cells. There is one thing I should like to say to the Committee; they must not compare the teaching of adults, such as we have, with boys in an elementary school. In an elementary school class-teaching is most essential and very effective, but with prisoners I fear they do not listen at all.

3872. They behave well?—Yes.

3873. Do they ever try to communicate with each other surreptitiously?—There is always some kind of whispering going on.

3874. (*Major-General Sim.*) You have got big classes at Parkhurst?—We have. I think each class would average about 20.

3875. How many classes?—Three classes.

3876. (*Chairman.*) All these classes are in one room?—In one hall.

3877. It has been pointed out to us that there is no classification of prisoners, and that contamination may ensue?—Yes; if I say they communicate, it would almost say that discipline is not perfect.

3878. (*Mr. Merrick.*) The assembling or dismissal of the chapel or the school gives the best opportunities of communicating?—On the works they have the greatest opportunity, but on the works they speak about their work—and other things.

3879. (*Chairman.*) Especially "other things?"—Yes.

3880. Supposing some system of cellular education was established in the convict prisons, do you not think that the dinner-hour or a part of it might be utilised?—The men would regard it as a great grievance. It is the only time they can have a little rest.

3881. Are they not more tired after the afternoon's work as well—after they have done their full day's labour?—Yes, there is something in that. I examine the men who come from separate prisons to see what their education is. I have to send for those men from off the works on the particular day I wish them to be examined. They are brought in, and it seems not to put the discipline out in any way. I think it is perfectly easy for a school party to assemble on parade with the others.

3882. In fact to be kept back?—Yes.

3883. (*Mr. Merrick.*) Does the chaplain take part in the examination when they come in?—He has the reading. I submit the other things for his correction. I put the standards down from his marking.

3884. (*Chairman.*) You think that the prisoners would object to their being taught in the dinner-hour?—I think so.

3885. They would not welcome it for the variation of the monotony?—No, I think not.

3886. They do not object to the chaplain's visits during the dinner-hour?—That I cannot say.

3887. Your suggestion is that they should be kept back from labour after dinner for one and a half hours?—Yes, that is quite enough. The strain upon them would be too much if extended beyond that.

3888. Then all the schoolmasters should be on duty?—Till that time, and then we should finish up the other part of the work—engage in the completion of the necessary clerical labour till 4 o'clock, and then leave as the clerks do.

3889. The clerks do not go off at 4 o'clock?—Yes; 9 till 4.

3890. Supposing the prisoners were kept in, you would prefer to go on till 4 or 5 and then finish; we have it in evidence that the schoolmasters go off duty practically for the whole day?—No, we always feel as if we were never off duty; we have merely to fritter away our time in the afternoon.

3891. You are engaged for special hours?—There are no special conditions as to the hours.

3892. (*Major-General Sim.*) In fact your scholastic duties do not commence till 4.30;—Not till 5.30. I think that everything would be met if we were on from 9 till 4—that would be seven hours.

3893. (*Mr. Merrick.*) Which would you prefer, the present arrangement or the arrangement 9 till 5?—I should prefer the present arrangement to 9 to 5, but I should prefer the 9 to 4 arrangement to the present one.

3894. (*Chairman.*) In that case you would get out of duty in the evening?—Yes.

3895. How would your suggestion work in the winter—keeping back prisoners after dinner?—In the winter I am afraid they could not be distributed.

3896. They would not get any time on the works at all?—No, I calculate about 12 to 14 per cent. are being taught by classification; that would not be very many men to be taken off the works in winter.

3897. At present what actual amount of teaching do they get per week?—An hour.

3898. That is to say half an hour twice a week?—Yes.

3899. (*Major-General Sim.*) How many have you under instruction?—About 97 at present.

3900. (*Chairman.*) The scripture reader visits in the cells in the dinner-hour?—He visits in the evening; the prisons are always closed in the dinner-hour.

3901. You propose that if these prisoners are kept back, that the education should then be cellular?—Yes, if it could be arranged, but that would mean additional staff, otherwise it would come to nothing, and further the men would have to be all put cell by cell.

3902. They would have to be locked in contiguous cells?—Yes.

3903. You have three schoolmasters at work?—Yes.

3904. How many days a week would you give that?—Four days.

3905. One day would be time off for letter-writing and the other day Saturday?—Yes.

3906. What duties do you do on Saturday?—Clerical labour.

3907. Petitions, do you mean?—No, the books connected with the work of the office.

3908. Do you go off at 12 on Saturday?—We go off at 12 on Saturday, but we are on Sunday.

3909. What do you do on Sundays?—In the infirmary.

3910. After that you are free for the rest of the Sunday?—Yes.

3911. Do you think any Sunday visiting would be appreciated by the prisoners?—They would probably like it.

3912. Do you think the schoolmaster might with advantage visit on Sunday afternoon?—Yes, if we do not take ourselves into consideration.

3913. You do not want additional duty put upon you?—We should not like additional time on Sundays.

3914. I take it what you want is a definite time-table?—Yes.

3915. You do not see your way to increasing the time without taking a slice out of the hours of labour?—No.

3916. I do not see how it would work in the winter unless you kept them back from labour in the morning?—That could not be done because of the distribution of library books. During the winter months evening school could be resumed.

3917. Does that take place every day?—Yes.

3918. Do you take prisoners as orderlies to assist you?—Yes.

3919. Does he give out the books?—No, the schoolmaster does, and notes the number on his card, so as to enter it into the larger book when he returns to the office.

3920. Have you any feeling about wearing uniform?—Yes.

3921. What is your feeling about that?—Apart from personal feeling in the matter I think it has not a good effect on the prisoners.

3922. You would object to wear a discipline uniform?—Yes.

3923. Can you say whether that is the general feeling?—Yes, I think so.

3924. They think it gives them a better status, and the prisoners have more respect?—Yes, I think so.

3925. Have you ever considered the question of these nine months in the local prisons. Do you think it would be an advantage to pay more special attention to them then?—Yes. I think it would be a most admirable time for instruction. We had as many as eight masters at Pentonville under the old system, when that was a separate confinement prison.

3926. How much a week did they get there?—Only once a week.

3927. How long?—An hour; but in that hour they made more progress in those nine months than they would in three or four years' sentence on public works.

3928. Supposing that some special attention was given to these convicts, do not you think it would relieve the schoolmasters in the convict service of a good deal of the duty they have to do?—Yes, I think so, we should be more effective in our teaching anyway.

3929. If a prisoner came to you in the second or third standard they would not require so much attention as they do now?—No.

3930. (*Mr. Merrick.*) What progress do you consider that your men make in the course of six months?—This (*referring to paper*) will show you exactly. In June there were 10 in Standard I.; they got up to the second in about seven months.

3930*a*. With one hour a week?—Yes.

3931. Do you think an hour a week is sufficient?—No; some of these old men who come in, it is perfectly hopeless to teach—it is the young ones who get on. I have one man in my mind that I have tried to teach to write his name for two years, and he cannot do it yet.

3932. What age is that man?—Only about 36. I think that time ought to be utilised for some other man that could learn.

3933. Would you have an age limit?—Yes, I should have an age limit within reason, say 45. I think where you find a man with three or four letters to his arm that it is useless to teach them.

3934. (*Chairman.*) You do not exclude men from school, you go on hammering away?—No, we do not exclude them; for my own part I should prefer doing it.

3935. (*Mr. Merrick.*) It is no satisfaction to you to deal with a man month after month without effect?—No.

3936. (*Chairman.*) Would you say as far as the system goes the results prove to be satisfactory?—Considering the very small amount of time given to each man I suppose we ought to be satisfied with the results: so far as I am aware all my colleagues try their very best; but the prisoners are not to be compared with ordinary men, their minds are certainly below the standard.

3937. Have you ever considered this question of the possibility of giving lectures?—When I first entered the service, 30 years ago, it had then been given up as an utter failure.

3938. (*Major-General Sim.*) Where were the lectures given?—In the chapel.

3939. What time of the day?—I could not say the exact time; I know they were given in the chapel, and they were pronounced to be not the slightest use.

3940. (*Chairman.*) Were they given to prisoners generally, or selected?—I think generally.

3941. Can you say how they failed?—I suppose there were no results; the men were not improved morally or intellectually.

3942. Were they given by the chaplain?—No, the schoolmaster.

3943. Did they ever get an outside lecturer?—No, I have never heard of an instance of an outsider having come in. With the smallness of the staff, when so much is required to teach the men, I do not see how we could supplement it by lectures—how the time could be found or anything else.

3944. You would not be in favour of it?—No, very much opposed to it.

3945. (*Mr. Merrick.*) You think that after the first novelty of the matter the men would regard the lectures as rather irksome?—That may be; but I think all the prisoners will do anything to get out of their cells. I think they regard anything in that way as an opportunity of association; I should say keep the prisoners apart as much as possible.

3946. You said that you thought that the school system was not satisfactory in the matter of time: would you increase the number of lessons or the length of the lesson?—The length of the lesson.

3947. Do the prisoners regard school instruction as a privilege or a matter of discipline?—Some look at it as one and some the other.

3948. Are you certificated?—Yes.

3949. Would you lay down a rule that only certificated masters should be employed?—Yes.

3950. Would you require an increased staff if you were to go in for your nine months of special attention?—Yes, that would mean an increased staff.

3951. How would you occupy his time?—Some pleasant labour, some easy work, anything that you could give him to do.

3952. Are there any other suggestions that you wish to make?—Only this: I have a strong feeling about these four- or five-letter men coming to school. I do think they should be exempt; if we diminished the numbers we should be able to give the time to those who were ready and willing to profit by it.

3953. If you exclude four- or five-letter men you exclude those who most require reformation?—Yes; a great deal is done, however, by talking to them quietly in their cells; if you talk to them in a body someone makes a remark that spoils the effect.

3954. You have a cell key?—Yes.

3955. The other masters have not?—They have also.

3956. I understood that you were the only one?—I am the only one that has a pass key. With reference to my cellular visits, sometimes a man asks me to show him how to solve an equation, or to assist him in other educational work.

3957. There are very few men who appeal to you to solve their equations?—Very frequently; we have all sorts and conditions of men.

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Schoolmaster W. B. NEWMAN called and examined.

3958. (*Chairman.*) You are schoolmaster at Dartmoor Prison, Mr. Newman?—Yes.

3959. What experience have you had?—I have been in the service a little over 30 years.

3960. At what prisons?—At Portland and at Dartmoor. I was 12½ years at Portland, and have been for nearly 18 years at Dartmoor.

3961. You are the senior schoolmaster?—Yes.

3962. Should you say that the present system of education is satisfactory?—I have always considered it very unsatisfactory.

3963. In what respect?—I mean it is unsatisfactory to the teacher, and to the men who are taught, and in producing good results—that is as regards the time and the place set apart for teaching. I have always considered the time, especially since they have made the time to fit in more for the convenience of the officers, very inadequate for teaching.

3964. Have you any suggestions to make as to how more time could be made?—Certainly, if the teaching of prisoners is to mean anything, you can only do that by giving a great deal more time to it, and also have a proper place in which to instruct the men.

3965. As to the time, what would you propose?—If it was possible, I should say, give them the same amount of time every day that they have now twice a week; that, of course, might increase the staff of teachers.

3966. How would you get the time—would you take them off the labour?—I do not see that it would be necessary for that if you had a schoolroom with all the necessary appliances; then, I think, with an increase in the staff, you might do that under the present system.

3967. Would you increase the number of lessons?—I should increase the number of masters; at present a man only comes to school once a week.

3968. Do not they get 20 minutes twice a week?—No, once a week; the time for teaching depends upon the recall bell for labour. From February 1st to October 1st the men are taught from 5.45 until 20 minutes after 6; then from 16th November we begin to teach at 5.15 and leave off at the same time; for a short interval, from the 1st November to the 16th November, there is a quarter of an hour's difference, and the same again from the 1st January to the 1st February.

3969. In the dark winter months they get one hour five minutes?—Yes.

3970. All the teaching is done in class?—Yes.

3971. Have you any preference for class teaching over cellular?—I myself think, if you give them the same opportunities that I have suggested, that class teaching would be more successful than the other.

3972. Do you think they learn more in class?—I think so; if a man could be brought to school twice a week instead of only once a week, and also in a proper schoolroom, I think that you could get very fair results.

3973. Where are your classes held now?—The schoolmen are brought down from the other parts of the prison on to the ground floor, and are close to other prisoners who are not for school. In my experience there is always more or less distraction going on in a place like that—locking and unlocking of doors—all these things distract the attention of the prisoners.

3974. Do you find any objections to the association of prisoners for teaching?—No, I think not.

3975. You have disciplined officers in attendance?—Yes, but they do not interfere with the class at all.

3976. They are not specially detailed to watch the class?—No.

3977. (*Mr. Merrick.*) You have emphasised the fact that a schoolroom is most essential and desirable; do you suggest that because they would not be so distracted?—Yes.

3978. Any other reason?—It is more in keeping with education that a proper room should be set apart; I think, of course, education should be made as attractive as possible.

3979. (*Chairman.*) Do you think the prisoners value the education given to them?—I am afraid a considerable number of them do not—particularly "old timers"—men who have attained a considerable age, do not take much interest. I think that is partly from a feeling of diffidence; if a proper schoolroom were set apart, all that sort of feeling would cease to exist.

3980. If they were taught in the cell, they would not feel that diffidence?—But you would want a bigger staff of teachers.

3981. How many have you for education?—256 out of a population of about 1,000.

3981*a*. How many schoolmasters have you?—There are five who are employed in teaching. There are two schoolmasters at Dartmoor who are employed as clerks in the Governor's office; there are only five schoolmasters employed in teaching directly.

3982. (*Mr. Merrick.*) Each man has about 50 prisoners under him?—Well, one of the masters is told off for teaching the separate confinement men. At present we have only 38 of those being taught; out of that 38 there are eight who can neither read nor write.

3983. (*Chairman.*) Is any special attention paid to those separate confinement men in the way of education?—The master is told off for them; he is teaching them from 9.20 to 10.40, and then again he is employed in the same way from 2 till 4.

3984. Visiting them in their cells?—Yes.

3985. Cellular teaching always for men of separate confinement?—Yes.

3986. They get more than the other prisoners?—Yes, the men who were out of separate confinement were worse off, because they did not get so much teaching.

3987. What are your hours of duty now?—We come in at 9 o'clock; Our duties are more or less clerical: I have to attend to all the correspondence—letters and petitions, read all the outgoing letters that are written by Protestant prisoners; then of course there is the reception of prisoners, providing them with their school books and the library books; and the schoolmasters are issuing library books in the morning till 12, and of course keeping correct account of them. Then we come in of course in the evening to teach, the time being regulated by the recall bell from labour.

3988. You are off duty from 12 o'clock till about 5.30?—Yes, but in the shorter days we have to come in earlier—at 5 o'clock.

3989. Every day you are off duty at 12?—Yes.

3990. What time do you go on Saturday?—At 12.

3991. Do you go in on Sunday?—I do, because I conduct the singing.

3992. The other schoolmasters take alternate Sundays off duty?—No, except when the Scripture reader is away on leave then a master has to come in to take duty for him; with that exception, the schoolmasters do not come into prison again, from Saturday at 12 o'clock till Monday at 9 o'clock.

3993. (*Mr. Merrick.*) You are paid a stipend for playing the harmonium?—Yes.

3994. Do the schoolmasters examine the prisoners at your prison?—We have to superintend the examination. We issue the examination books and overlook them while they are doing their dictation. The chaplain after that comes and hears the men read; that is the way the examination has always been conducted, partly by the schoolmaster and partly by the chaplain. I think myself, to take away even the slightest suspicion that the results are not fair, that the examination should be quite independent of those who are associated with them generally.

3995. Are examinations always held on reception and discharge?—No; in public works prisons the examinations are simply held twice a year in the classes; for instance, we hold one examination in March and the other in October.

3996. (*Chairman.*) So that the last examination before the prisoner goes out is his final?—Yes.

3997. (*Mr. Merrick.*) Why do you choose March and October instead of June and December?—That has been settled by the chaplain himself; we have nothing at all to do with that. As regards March we generally make our annual returns at the end of that month

3998. Does the standard vary now?—In the books supplied for examining the men, there are certain instructions laid down; they are supposed to pass in certain standards. In the first standard there is certain

work to be done, so that the men shall pass in that standard. If a man does the work in that standard, he should not have marks for a higher standard, so that if a man reads a Standard I. book tolerably well, I do not think he ought to have Second and Third Standard marks because he has done so; if you do that it is leaving a wrong impression as to his school attendance.

3999. (*Mr. Merrick.*) In other words you think the chaplain should not have the discretion; that is what you mean?—If a man can do according to the instructions for any particular standard, that should be his standard.

4000. (*Chairman.*) What regulations have you for excluding men from school?—If a man has 12 marks, five for reading, three for writing, and four for arithmetic, then the chaplain would excuse that man from school.

4001. You teach up to the Sixth Standard, don't you?—We do not profess to; if a man has his aggregate of 12 marks and wishes to leave school, or if the classes are too large, then he is set free.

4002. He would educate himself after that—keep it up by reading?—Yes, just so.

4003. (*Mr. Merrick.*) Would you exempt a man from school instruction who passed the Fourth Standard all round?—All depends on what you think a man should know.

4004. I was asking your opinion?—No, I should not myself.

4005. You would not exempt him?—No.

4006. You would take him higher?—Yes; I would not exclude any man from school who did not deserve at least six for reading, and say four for writing. He has the chance then of being able to spell ordinary words.

4007. Do not you think the Fourth Standard all round would serve that purpose?—You mean as understood in an ordinary school—yes; but when you consider that a child has five hours a day and the prisoner is instructed only 40 minutes a week, you could not compare the results.

4008. But you do not go as high as the 6*a*. as a rule?—No, we have perhaps a man here and there who may have attained the sixth standard—then, of course, you may count them on your fingers.

4009. Now, as regards old offenders, have you any views as to these? If a man has been convicted two or three times, and can do a little reading and writing, but takes no interest in it, would you exclude him from school altogether?—I would, if his age were between 40 and 50—then I would, unless he himself was desirous of attending.

4010. (*Chairman.*) Have you any feeling as regards wearing uniform?—I should not care to wear it myself.

4011. Do you know the feeling of the schoolmasters on that point?—I can hardly answer the question.

4012. What is your own feeling about it?—I should prefer to be out of uniform.

4013. You would not care to wear a discipline uniform?—If it were left to me to do what I liked I should be in private clothes.

4014. What effect do you think it has upon the prisoners?—They always look upon the schoolmaster as a little different to the others round about them; I think they look upon him more as a friend than the officers generally.

4015. They are never afraid of being reported by the schoolmasters?—They very seldom are.

4016. Would you report a prisoner yourself, or would you call a discipline officer to report?—I have always called a discipline officer myself.

4017. Have you a pass key?—I have a key to pass into the different halls; not a cell key.

4018. Not cell keys?—No; no schoolmaster has got a cell key.

4019. Has the schoolmaster who visits the men in separate confinement a cell key?—No, the cells are opened for him by an officer.

4020. You find no disadvantages in not having a cell key?—No.

4021. The hall key is all you want?—That is all.

4022. (*Major-General Sim.*) You never visit the prisoners in their cells?—No.

4023. Not for teaching purposes?—No; if you had a properly appointed room set apart for a school, then you could bring larger numbers to school at the same time—I mean to say that——

4024. What do you call larger numbers?—I suppose we get about 40 or 50 men at a time.

4025. How many classes are they formed into?—Three; some of the classes are larger than others—sometimes I may have 20, sometimes 15.

4026. Do they sit very close together?—Very near each other.

4027. You say you never report prisoners; how far do you allow any breach of discipline to go?—If we catch prisoners talking, or perhaps whispering, I should stop that at once. If I have checked him I have always found that sufficient. I have known some of the cooks pass bread, or even meat; but, of course, that was a long time ago; at that time the cells of the bakers and cooks were right close to where we were teaching.

4028. (*Chairman.*) Do you think they do communicate without being found out?—It is just possible.

4029. They have ways and means of communicating?—Yes, it is possible. I cannot say I have seen any such thing as that.

4030. Supposing some system of cell instruction were arranged, do you think the prisoners would be likely to resent being visited during the dinner-hour?—I should think so.

4031. Are the men in a fit state to receive education when they come in?—I should think they would be in a better state if there were a sufficient interval between.

4032. What do you think of a number of prisoners being kept back from labour in the morning for instruction? We have heard that was the practice many years ago?—I have never known anything like that.

4033. Have you ever considered the question of giving lectures to prisoners?—No.

4034. Have you ever heard that done?—No; I have heard that lectures were given at one time, before I joined the service.

4035. (*Mr. Merrick.*) You did not hear why they were dropped?—No, I did not.

4036. I think you told us just now you thought that a majority of the men looked upon school as a matter of discipline rather than a privilege?—Yes, I think the majority.

4037. (*Major-General Sim.*) What are your duties now between 12 and 1?—I have always got something to do.

4038. (*Mr. Merrick.*) It has been suggested to us that the charge of the devotional books should be handed over to the warder and taken away from the schoolmaster; that the devotional books in the cell should be regarded as part of the cell equipment; would you approve of such a change?—I should think that would be a very good plan. I think there would be less destruction then; there is often a lot of destruction moving the books from place to place.

4039. Make the officer in charge of the ward responsible for the devotional books?—Yes.

4040. (*Chairman.*) Do you think that the officers in charge of the ward would be able to look after the devotional books?—I should say so.

4041. With the slate?—Yes.

4042. Do the prisoners in the infirmary have any advantages in the matter of books?—Yes, they get special advantages; our chaplain is very considerate in looking after the prisoners in the hospital.

4043. He gives them a more frequent change?—Yes.

4044. If these devotional books were considered as part of the cell furniture and left in charge of the warder, would that give any sensible relief to the schoolmaster?—I think not. I do not think it would be any relief.

4045. What would be the advantage?—That the books would be better cared for.

4046. (*Mr. Merrick.*) That has been suggested to us why it should not be done, because the officer of the ward would say that he had not time to examine these books?—But they never are examined by the schoolmaster. If a man has a book which is imperfect the chaplain and the scripture reader, when they go round,

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they enter in their book, "This man says that his book is deficient"; then that is brought down to our notice.

4047. (*Chairman.*) It constantly happens that prisoners will wilfully damage their library books; who is responsible for examining to see if that has been done?—I cannot say that anybody is in our prison.

4048. Our information is that it would be a sensible relief if it could be done; but they say that the officers of the ward would not have time to examine these books properly?—I simply advocated that because I considered that if a devotional book was continually resting in one particular place it was not very likely to get damaged.

4049. But the point is wilful damage?—When a book is wilfully damaged it is brought to our notice.

4050. By whom?—By one of the warders.

4051. Then the warders exercise supervision?—Yes.

4051*a*. The schoolmasters never examine the books?—No, only cursory on issuing.

4052. Have you ever known a prisoner reported?—Yes.

4053. That is found out by the officer of the ward?—Yes.

4054. There is no rule about it, in fact?—No.

4055. (*Mr. Merrick.*) When a book is handed over to a prisoner, does the schoolmaster look at it to see if it is all right?—He might look at it, but not to decide that it was all right, he would not have time.

4056. Nor when the book is taken away?—No.

4057. Do not you think that more system is required there?—Yes.

4058. Has that always been the practice?—Always; as far as my experience goes.

4059. How many books do you get condemned every year?—We do not get them condemned every year; not as often as every year.

4060. There are lots of books condemned as being unfit for further use; who sets them aside?—The librarian.

4061. (*Chairman.*) Who acts as librarian?—One of the schoolmasters; the chaplain, as far as I know, does not look at the books.

4062. When the collection of books to be condemned is made, does the chaplain see them?—Only collectively.

4063. He does not certify that these books should be condemned—anything of that kind?—No, he is not on the Board of Survey.

4064. Are there any other suggestions you wish to place before the Committee?—If prisoners are to be educated, then I think that they should have sufficient opportunity and sufficient encouragement for that purpose, as regards time and place. I think if we could secure more time, and a more attractive place for teaching, then the results might be considered more certain and reliable.

4065. Did you know that the whole of the education in local prisons is cellular?—No.

4066. You have had no experience of that?—No.

4067. (*Mr. Merrick.*) That is really what you mean that the system is unsatisfactory for the teacher, for the men, and for the results?—Yes; you get a staff of certificated teachers; you do not give them a chance of producing satisfactory results; that is why I thought it was not fair to the teacher. You are more or less expected to produce similar results that you get from teaching pupils who receive five hours' instruction every day, whereas you see the prisoner only once a week; he is left entirely to himself till the following week.

4068. (*Mr. Merrick.*) Of course he has maturer powers and developed memory and strength of will which a child has not got?—If you were to educate a child like that you would not get very good results. I would rather teach a child than I would a prisoner; it is more hopeful instruction.

4069. (*Major-General Sim.*) I have just drawn out roughly here an arrangement in reference to what you said about time, provided you use the dinner-hour. If the whole of your teaching staff was employed from 12 to 1 you could do 20 prisoners a day cell instruction, which would mean 100 in the week; this would leave you only 166 prisoners for evening classes: that would have the advantage of your having only 33 in your evening classes instead of 53 now?—Then that would advocate the cellular teaching again.

4070. You would take it, about, in three weeks every one would have a quarter of an hour of cellular teaching—every three weeks you would see every one of your men under instruction for a quarter of a hour?—Yes, that is true.

Schoolmaster G. Hogger.

Schoolmaster G. HOGGER called and examined.

4071. (*Chairman.*) You are schoolmaster at Portland, Mr. Hogger?—Yes.

4072. Will you state what your experience has been?—Very nearly 26 years, 26 next July.

4073. What prisons have you been at?—Portland only.

4074. You have some experience of the working of the system of education; what is your opinion, is it satisfactory or not?—To a certain extent it is satisfactory; the results are very good considering the time that is devoted to education: it is marvellous what improvement some of the men make under the adverse circumstances as to time.

4075. You think that is the chief difficulty?—Yes, that is the chief difficulty; half an hour for nine months in the year, once a week, is all that they get of class teaching, an average of 40 minutes throughout the year.

4076. Per week?—Per week.

4077. Can you suggest any means of giving more time to it; have you ever thought how it was possible?—I cannot say I have.

4078. Have you any preference for class teaching over cellular?—I should say class teaching was far more successful than cellular teaching.

4079. Why do you think so?—I think cellular teaching is a great waste of teaching power; whilst you are teaching one man twenty can be under instruction.

4080. Have you ever found any objection arising from class teaching?—No.

4081. Do the prisoners behave well?—Very well; I have only known two cases of men committing themselves in the least.

4082. Do you think they attempt to communicate with each other?—No, not from my experience.

4083. You never found them doing it?—No.

4084. Where are your classes held?—In the halls on successive evenings in the week—one hall one evening, and the next hall another evening.

4085. How many do you have in class at a time?—They vary from 30 in the upper standards down to 15 in the lower standards.

4086. (*Major-General Sim.*) Do not you think the lower standard men would be taught better in their cells?—Yes, the teaching would be more effective, but they would require more time than half an hour spread over the 12 men.

4087. (*Mr. Merrick.*) Have you had any experience of cell teaching?—Yes, with the men under separate confinement.

4088. (*Chairman.*) Is there any special attention paid to these men under separate confinement?—They get one afternoon a week, one hour.

4089. That is all they get in the week?—Yes.

4090. Is one officer told off to attend to these separate confinement men?—Yes.

4091. Do you think if more attention were paid to these separate confinement men during that nine months that it would do away with the necessity for giving them so much education in public works prisons?—Nine months would hardly be long enough.

4092. What are your hours of duty?—9 till 12, and in the summer time from 5.30 to 6.30; in the winter time from 4.30 to 6.30, and one day in the week early duty.

4093. Do you ever come on duty on Sundays?—Occasionally.

4094. What do you do?—I attend with the Scripture reader once in about six weeks; one of the masters is on duty every Sunday; he superintends the choir; he gets a day off in the week in lieu of it.

4095. You are practically free every Sunday, and from 12 o'clock on every Saturday?—Yes.

4096. Do you think the dinner-hour might be made use of for visiting the prisoners in their cells?—I do not think the masters would mind, but I think the prisoners would. I do not think they would like their dinner-hour to be interfered with.

4097. Have you any grounds for thinking so?—They write their own letters at Portland in the dinner-hour, and very frequently they complain of doing that; they say they have to hurry over their dinner in order to write their letters.

4098. Is that the very time they have to write their letters?—Yes.

4099. What grounds have you for thinking that they might resent being visited by the schoolmaster?—They like to do what they call "do a doss" in the dinner-hour.

4100. You think they would object to the visits of the schoolmaster?—Yes.

4101. Does the Scripture reader visit during the dinner-hour?—No, the Catholic schoolmaster does a little visiting in the dinner-hour, and I have heard him complain of the black looks that he gets.

4102. Supposing there were not these objections, do you think the dinner-hour might be usefully taken advantage of for the purpose of instruction?—I do not know of any other objections.

4103. In the evening, between 6 and 8, or 7.30, the prisoners are in their cells reading. Do you think that time could be utilised?—That is the time we have evening school.

4104. I thought you said school went on from 5.30 to 6.30?—The prison is closed and the night duty men come on at 6.45.

4105. What time is the prison closed?—7.

4106. What time are lights out?—I do not know; the night duty men come on as we are going out—about 6.30.

4107. You do not see your way to making any use of that time?—No.

4108. My object is to see how far it is possible to find more time?—Yes.

4109. Can you suggest any means of finding more time?—Not without interfering with the discipline department.

4110. You must take them off their labour?—Yes.

4111. (*Major-General Sim.*) You do not think, even with backward men, that they would care to be visited then?—You might find a man who would be the better who was not getting on.

4112. (*Chairman.*) Should you prefer to have a regular day's work instead of being off every afternoon?—Yes, decidedly.

4113. Would you prefer to be on duty from 9 till 4 or 5 o'clock?—Yes.

4114. You would prefer to have a definite time-table?—Yes, a definite day's work would be infinitely better than a day broken up as it is.

4115. Have you any feeling as regards wearing uniform?—Personally, none, but I do not think it would have a good effect on the convict mind.

4116. Not to wear the discipline uniform, but supposing you were to have a distinctive uniform for the schoolmaster?—I do not think that would be good for the convicts.

4117. You think they pay more respect to the schoolmaster in private clothes?—I think any officer in private clothes has all the shreds of respect they have got.

4118. (*Mr. Merrick.*) Do you think the officers in the local service suffer for wearing uniform?—I do not know anything about the local service.

4119. (*Chairman.*) Do you have a cell key?—No.

4119*a*. Nor a hall key?—No, no prison keys at all; the Scripture reader has a cell key only.

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4120. Do you find that is a disadvantage at all?—Yes, to some extent. We cannot always get to the prisoners when we want.

4121. Do you find any disadvantage in not having a key of the hall?—No, there is always an officer on duty.

4122. (*Mr. Merrick.*) You are never kept waiting outside?—No.

4123. (*Chairman.*) Have you ever considered the question of giving lectures to prisoners?—I was talking over with the chaplain very recently. I think to some extent it would be an advantage to them, especially the better educated men among them.

4124. (*Mr. Merrick.*) You have not been at any prison where it has been done?—No.

4125. (*Chairman.*) Do you see your way as to how it could be managed at Portland?—Not under the present system. The halls are most inconvenient for that purpose, and there is no other building that could be utilised.

4126. The chapel?—(*No answer.*)

4127. Should you mind giving a lecture?—I have no objection to that.

4128. (*Major-General Sim.*) What would you take as a subject?—We do enlarge upon any item in the reading lesson in the way of history, biography, grammar, and orthography. Of course we could not do that with utterly illiterate men.

4129. (*Chairman.*) I suppose you would prefer to select prisoners for a lecture?—Certainly. I should not lecture to those below the Third Standard.

4130. You would make the standard the test of selection?—I think so, decidedly.

4131. (*Mr. Merrick.*) Do you think the men would regard the lecture as a privilege?—Yes, I think so.

4132. Once a month?—Yes.

4133. Do you think they regard school instruction as a privilege?—The great majority do.

4134. How many men do you think come under your notice who remain stationary—who make no progress at all? How many out of 100?—Not 10 per cent.

4135. You think there are 10 per cent.?—Below 10 per cent.

4136. We had a return just now which showed that two-thirds of the men remained stationary—made no improvement whatever?—Oh, no, not by a long, long way. During the recent examination we had a pile of examination books, and to test the progress I took the first 20 books, and there was only one that had not made progress.

4137. How much progress in a year—a standard all round?—Yes, a standard all round.

4138. What do you mean by the upper standards—above the third?—Yes, the fourth, fifth, and sixth.

4139. Do you distribute the library books?—Each master has his turn at that.

4140. Does he examine the library and devotional books?—No, they are examined when they are returned from the cell and put up on the shelves.

4141. (*Chairman.*) It has been suggested to us that the devotional books with the slate should be considered part of the cell furniture, and that the officer of the ward should be responsible for their condition?—That has always been under the schoolmaster. I think it is better done by the schoolmaster. Any book that is damaged at all can be exchanged on application by the prisoner; any book that is damaged or imperfect is at once taken away.

4142. (*Mr. Merrick.*) I suppose books are examined now and then by the schoolmaster when he goes into the cell?—Yes; at other times it is done in going round.

4143. (*Chairman.*) Have you any other suggestions you wish to make to the Committee?—No.

Schoolmistress Miss J. SPILLER called and examined.

Schoolmistress Miss J. Spiller.

4144. (*Chairman.*) You are schoolmistress at Aylesbury, Miss Spiller?—I have been a schoolmistress for many years; but I may say for nearly three years I have been governor's clerk.

4145. You take no part in teaching now?—No.

4146. Should you say, from your experience of it, that the present system is satisfactory?—Not altogether.

4147. In what respect?—I think that the education is spread over a number of years, and only a very short time weekly; so that when we go the following week we

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find that our pupils have had time to forget what we have taught them. I think if we were allowed to take them for a certain period, and give them an hour a day, the results would be better.

4148. Is your teaching done in class at Aylesbury?—Partially; for the last year, or a little over, the chaplain has permitted the privilege of class teaching, for what we call the labour women.

4149. That goes on in the evening;—No, they are taken from their work; we have to take them when it is most convenient for the industries.

4150. Which system do you prefer, class or cellular?—Class.

4151. Do you think they learn more in class?—Yes; if we can have class teaching we can help the tone and conversation by giving them a topic when they are allowed to talk.

4152. When they get in the third class they are allowed to talk?—Yes; some mornings we have three hours of teaching, and an hour in the afternoon.

4153. (*Mr. Merrick.*) Each woman has one lesson weekly?—Yes.

4154. (*Chairman.*) You say that the time given is not sufficient; can you suggest any means of devoting more time?—I think that the time is so long before we see them again; they have time to forget.

4155. What you mean is, the lessons should be more frequent?—Yes.

4156. Not longer in time but more frequently given?—Yes. I would prefer to have daily school for one hour, then we could so divide the women as to have sufficient to occupy us for the hour.

4157. I see you concentrate the efforts on women during the first nine months?—Yes, they are much more amenable.

4158. Do you find that the women appreciate the education?—Yes.

4159. Do they look upon it as a privilege?—Yes.

4160. Or do they regard it as a necessary part of the prison discipline?—I think they look upon it as a privilege.

4161. How many schoolmistresses are there at Aylesbury?—We have actually four, but there are only two teaching. I am taken off as governor's clerk, and another is chaplain's clerk.

4162. When you say you are governor's clerk, I understand you to mean that you are schoolmistress, and that you assist in clerical work?—No; I am entirely employed in clerical work from the first thing in the morning till the last thing at night. A clerk was sent to another prison, and the department being requested to fill the post, the reply was, that one of the schoolmistresses would be utilised for that work.

4163. And you were taken off education?—Yes.

4164. (*Mr. Merrick.*) Are you called schoolmistress or clerk?—Schoolmistress.

4165. And you say another schoolmistress is attached to the chaplain, and so takes no part of the actual teaching?—Yes, one would be much surprised to know what the clerical labour amounts to—the women now have letters instead of visits—certainly 1,500 if not 2,000 go out in the year.

4166. (*Chairman.*) These women are not writing letters every day?—We have had about 20 in the week—last week 35 went out; every letter that they write is supervised, even if they write them themselves.

4167. How many prisoners have you for education generally?—We have about 216 prisoners, and something like half that number are under instruction.

4168. (*Mr. Merrick.*) You do not have your scholars in contiguous cells?—No.

4169. (*Chairman.*) Do you think two schoolmistresses can properly teach more than 100 prisoners; do not you think it might happen that some of the women do not get it at all?—Very rarely; they would simply devote themselves to the subject she is backward in.

4170. Do you think the dinner-hour might be utilised for the purposes of education?—I think the women would be very much averse to it.

4171. Does the chaplain visit during the dinner-hour?—No.

4172. What reason have you for thinking the women would resent it?—They are not very strong, and they are at hard work, so that an hour soon passes; they have not much time for reading their library books.

4173. What time are the lights put out; what time is the prison closed?—I don't think I could answer that question; I leave the prison at four.

4174. What time do you go on duty?—Nine.

4175. Are you off duty every Sunday?—Yes.

4176. No Sunday duties at all?—Not as a clerk.

4177. You have no discipline duties?—No, I am not a discipline officer.

4178. And Saturday afternoon you go off at 12 o'clock?—Yes.

4179. And you are off till 9 o'clock on Monday morning?—Yes.

4180. Have you a cell key?—No.

4181. No keys at all?—No.

4182. Have you ever found that disadvantageous?—When I was a teacher at Millbank Prison I found it very disadvantageous. I should say the first five or six years we were allowed keys, and they were taken away from us.

4183. None of the other schoolmistresses have keys now?—No.

4184. Neither a cell key or hall key?—No.

4185. Would it be an advantage that they should have a cell key?—Only in dealing with the probation class; if they had external keys it would be useful.

4186. You think that the hall key would be much more important than the cell key for them?—Yes, we had them at Fulham.

4187. (*Chairman.*) Yes; how often are the books changed?—Once a week.

4188. If a prisoner applies to have a book changed before it comes round, would you change it?—If an educated woman, we should represent it to the chaplain; and if a woman applied to the chaplain personally, he would agree to it.

4189. Do you know if prisoners in the infirmary have advantages in the matter of books?—Yes, the chaplain told us that if a woman in the infirmary desired two books a week, they should be supplied.

4190. (*Major-General Sim.*) You are very much in favour of this instruction being given in the first nine months?—Yes.

4191. Do not you think a great many of the prisoners would forget soon?—No, I think not. I think that if they attained a certain standard of proficiency so as to be able to read library books and write letters, that then the chapel instructions they have would keep up that instruction. We find now that they really have time to forget what they were taught the week before.

4192. (*Mr. Merrick.*) When the prisoners come in, who examines them—the chaplain?—No, the schoolmistress undertakes the examination then; the chaplain hears her read, and then he marks the books.

4193. Does the chaplain hold any examination in the course of the prisoner's detention in the prison?—Every six months.

4194. Does he have any examination before the prisoner is released?—No.

4195. There is no final examination?—No; if they are discharged from school there are no further formalities.

4196. When they are discharged from school their standard is the sixth to pass?—They really attain the fifth standard; they may get sixth for reading, but very rarely—fourth standard reading, be able to write a letter, and to reach the compound rules.

4197. You would then exempt them from school, then?—That would depend, I think, upon the number in school; if we were hard pressed, the chaplain might excuse a certain number to make the work lighter.

4198. What proportion out of 100 would be incapable of making improvement?—About one-tenth.

4199. A return we had just now showed a certain number of prisoners who were subject to school instruction, perhaps over three or four imprisonments, who made no progress; these are put down as "stationary"?—We have some like that, but I should not think it was a twentieth of our whole number.

4199*a*. I think you are certificated?—Yes.

4200. (*Chairman.*) Do you get many illiterates?—Yes, 46 is our number which we call non-readers.

4201. 107 for schooling?—Yes.

4202. Do you mean 46 out of the total number or out of the number eligible for instruction?—It would be out of both.

4203. Have you ever considered the question that has been referred to us for inquiry, and which was recommended by the recent Committee that sat upon prisons as to the desirability of giving lectures to prisoners?—I should not like to have to consider it, if I had to do it.

4204. Supposing someone else had to do it, would you think it desirable?—I scarcely know.

4205. You would not like to give an opinion, perhaps?—No.

4206. Have you an ample supply of books at the prison?—Yes, books of every description. *Schoolmistress Miss J. Spiller.* 20 Mar. 1896

4207. Who examines them when they are given out?—The schoolmistresses; they give out all books.

4208. Are they responsible for damage?—Yes, they would have to report.

4209. (*Major-General Sim.*) You do not think any lecture would be likely to interest them?—I should think some of the prisoners would like it.

4210. (*Mr. Merrick.*) It depends upon the subject?—I think so.

(*Major-General Sim.*) Latest fashions.

ELEVENTH DAY.

Home Office, Monday, 23rd March 1896.

PRESENT:

R. S. MITFORD, Esq. (*Chairman*).

Hon. Mrs. E. S. Talbot. Major-General C. A. Sim.

Captain C. Eardley-Wilmot, *Secretary*.

Miss H. B. Collingwood called and examined. *Miss H. B. Collingwood* 23 Mar. 1896

4211. (*Chairman.*) Miss Collingwood, you are assistant superintendent at Aylesbury Convict Prison?—Yes.

4212. You have a long experience?—Not a long experience in that capacity—only two years.

4213. Before that?—I was lady Scripture reader for 17 years.

4214. Have you given much attention to the question of education?—More so, previously, as I was at that time head of the chaplain's staff.

4215. Should you say that the present system is working satisfactorily?—To a certain extent.

4216. Do you think that it might be improved in any way?—In what direction?

4217. You say satisfactory "to a certain extent"—to what extent do you think it unsatisfactory?—There are difficulties as regards work—they have to give out a certain amount of work, and the schooling is not to be taken out of the hours of labour—that is the standing order as regards male prisons, but it has never been carried out in the female prisons.

4218. In fact the education is taken out of the hours of labour?—Yes.

4219. Do you think sufficient time is given to it?—No. There comes in the manufacturing department, if more time is given they can do less work.

4220. Do you think more time should be given?—Yes, if it could be done, of course the longer the prisoner is under instruction the better she would be fitted to receive it, and would appreciate it more.

4221. Should you say that the results are satisfactory now?—Some make wonderful progress considering the time.

4222. On the whole do you think it is satisfactory?—I think that the schoolmistresses labour under difficulties as regards hours for work, you can well understand that if a woman has to do a certain amount of work in a given time, and part of that time is taken off for education, she is not very willing to receive instruction, whereas she would otherwise be quite willing.

4223. As a matter of fact her labour is now interrupted for purposes of education?—Yes, they have to perform a certain amount of labour whether they are on school work or otherwise.

4224. Do they do that certain amount of labour?—They are bound to do, otherwise they do not get their marks, they have a certain amount of work in their cells or their workshops, so that they are both interfered with.

4225. Although they are interfered with they do actually perform the amount of labour?—Yes, the only thing is, if a woman is indifferent to schooling and she feels that the hour devoted to school has to be made up out of other time, she is more indifferent.

4226. Do you think that dinner hour could be utilised by the schoolmistresses visiting the cells for the purpose of instruction?—There is only an hour.

4227. About an hour and a half?—It is really not an hour and a half, because at 1.30 they are unlocked for labour, the lock-up is not till 20 minutes past 12—the dinner bell rings at 12—then all the dinners have to be served in each cell.

4228. That seems less time than they get in a male convict prison—at 1.30 they are unlocked for labour?—Yes, the officers reckon one hour for dinner.

4229. One hour?—Yes.

4230. Is that in accordance with the time table?—Yes.

4231. (*Hon. Mrs. Talbot.*) Do they receive visits from the chaplain during the dinner hour?—No, they look upon that as quite a private hour.

4232. Do they read?—Yes.

4233. (*Chairman.*) Do you think they would resent being visited during the dinner hour?—Yes.

4234. Does not the Scripture reader visit during the dinner hour?—No, it has never been done.

4235. It would be something new to the convict service?—Yes.

4236. As regards the evening, do you think any part of the evening might be made use of, supposing it were desirable to increase the time given?—You see, it would necessitate the officers being kept on.

4237. The officers go off at 6 in the evening?—At 5.30 half the staff—the rest at 7 when the night duty officers come on.

4238. Do you think that between 6 and 7 could be made use of?—We should have only half staff.

4239. Quite so, but then the prisoners would be in their cells; could not they be visited in their cells. I want your views as to how it is possible to find more time?—I found in my experience, in visiting them as a Scripture reader for so many years, that the time when they were more amenable to any influence for good was the first nine months of their imprisonment; when they were on probation they were willing to receive religious instruction, but as soon as they get out of probation among the body of the women all the good influence seems to vanish.

4240. (*Major-General Sim.*) Do you think that is the effect of association?—I am afraid so.

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4241. (*Chairman.*) Which do you prefer as a system, class teaching or cellular?—Class teaching, without doubt.

4242. Will you tell us why?—I think there is a spirit of emulation where they are together; not only so, but I have great faith in black-board teaching for ignorant people.

4243. Do you think any disadvantages arise from association for class teaching?—No, I never heard of any.

4244. Is there any classification?—As far as those a little better educated are put with one schoolmistress.

4245. But is there any classification as regards their character or offences?—No, they have no opportunity of contamination any more than they would at chapel, exercise, or association.

4246. Do you think they have any surreptitious means of communicating with each other?—They may have that in chapel or elsewhere.

4247. Are discipline officers told off to be present with the classes?—We have no schoolroom where we are at present—they are taught in what is called "The Well"—really the basement, and the officers have them in view the whole time.

4248. Is there any restriction on the numbers in each class?—That I could not tell you, but so far as I should judge, there is upon an average, perhaps, 15 or 16.

4249. When does the Scripture reader visit them in their cells?—During their labour.

4250. (*Hon. Mrs. Talbot.*) Does she visit at all, Sundays?—No; we have no Sunday visiting, except in hospital.

4251. On Sundays there is nothing but the two services?—The two services, and association exercise.

4252. There is no teaching of any kind?—No; what some would appreciate, the others would treat with indifference.

4253. I have very often heard it suggested for women that there should be some reading aloud?—At Fulham, where I had the privilege of working with the present chaplain of Borstal for 11 years, they had Bible classes. Laundry work there was the principal industry. Labour women were thus free to attend classes at the end of the week. Even then this difficulty arises, that it can be only those who are at labour who would benefit; not the probation class who really need it the most.

4254. But it would be possible, I suppose, on Sundays?—No; in probation they are all closed, Sundays as well as week days.

4255. (*Chairman.*) Prisoners in probation do not get library books?—Yes, they get library books the day they enter, and changed weekly.

(*Chairman.*) That points to the more frequent visitations of these prisoners in their cells.

(*Witness.*) At Fulham during the hour devoted to cellular teaching, every cell that had school women in probation was left open for the hour, whereby the schoolmistress would perhaps set a copy to one, hear another read, but here, after the 10 minutes is devoted to that cell, it is locked up and she passes to the next.

4256. (*Chairman.*) There is no order on that subject, that is only the practice?—It has never been done at Woking, or at Aylesbury.

4257. Do you think it would be desirable?—I do. No one can tell after that 10 minutes, or whatever time the schoolmistress may devote to that woman, what happens—whether she gets to her work.

4258. (*Hon. Mrs. Talbot.*) Do you think what they learn in prison has a good effect on them when they are out?—Yes, and I think that the great object of many of them, while with us is to improve sufficiently to write their own letters.

4259. (*Major-General Sim.*) Have they ever been to school, do you think?—They may have been, but as a whole I think they have poor capabilities—not much brain power.

4260. Do they come in very often at Aylesbury?—Yes.

4261. (*Chairman.*) Do you find they show a willingness to learn—do they appreciate the education?—Yes; but I think the minority. We had several women who mastered reading, but could not put a stroke of writing.

4262. (*Hon. Mrs. Talbot.*) Do they ask for the library books much?—Yes, they are very glad to have books. it is just as much trouble to issue books to the ignorant as to those who are well educated. In addition to the one library book, the chaplain lends higher class books on both secular and religious subjects.

4263. (*Chairman.*) All books are changed once a week?—Yes.

4264. If the prisoner applied before the day of changing, would you allow it?—Not without making application to the chaplain. I think, considering the amount of work they have to do, that one good book is really enough.

4265. Do you think it would be desirable to concentrate the education as much as possible in the first nine months?—Yes.

4266. You have recently had some lady visitors appointed at Aylesbury, do they visit regularly?—The Duchess of Bedford visits sometimes once a week, sometimes once a fortnight.

4266*a*. Lady Battersea has been appointed, I think?—She has been twice, I think.

4267. Do they visit any prisoner or only prisoners recommended by the chaplain?—The chaplain is only temporary at present, and he felt that any arrangements had better be made by someone coming permanently.

4268. As a matter of fact they visit any prisoner?—Well, the Duchess of Bedford is concentrating her attention on those going out. She has been instrumental in getting one or two work or appliances for working.

4269. (*Major-General Sim.*) Have any of them said, that if they had had a little more education they would not get into trouble, do you think in that sort of way education has benefitted them?—I hardly know, but I think I may say that certainly 8 out of 10 return through drink.

4270. In your recollection has anyone who came in ignorant, and proved apt at learning and made good progress come in again?—No, I do not remember that they have.

4271. (*Hon. Mrs. Talbot.*) I suppose you have some who cannot read and write and who will not learn?—Yes, but they are then generally excused by the chaplain because they take up the time of those that would.

4272. They come only under the influence of the chaplain?—Yes, and some do not even appreciate that.

4273. (*Chairman.*) Have you ever considered the question which has been referred to us, as to the desirability of giving lectures to prisoners?—No. I have not.

4274. In your experience, do you ever remember lectures being given to prisoners?—No, except a Bible class.

4275. They used to be given at Woking a good many years ago?—It may be so, I was there only eight years.

4276. Have you any views on the question of lectures?—I really have never given it my consideration; I am not able to form any idea on the subject.

4277. Have you any suggestion you wish to make to the Committee?—If education is to be made a privilege, and not a sacrifice, I would suggest a less task of work be imposed on school days, and that schooling should be principally confined to the first nine months of imprisonment.

Captain W. F. V. Harris called and examined.

Captain W. F. V. Harris.

4278. (*Chairman.*) Captain Harris, you are governor of Portland Convict Prison?—I am.

4279. You have had a long experience?—I have been in the service 24 years.

4280. Have you given any consideration to the present system of education in convict prisons?—I have often considered the matter.

4281. Do you think it is satisfactory or not?—Up to a point I think it is.

4282. Would you tell the Committee in what respects

it might be improved?—I think it is more or less defective in many of the details. In the first place I think it is extremely inconvenient to undertake the educational process when the men are once removed to a convict prison. It interferes materially with their work, and the time allowed is really not sufficient to carry it out in a satisfactory manner without interfering with the work itself.

4283. That is to say, you think the education should be concentrated on the first nine months?—I think it might easily be done so.

4284. Would you discontinue the education altogether in the public works prison?—If the educational status is to be much raised it will be necessary to continue the educational process after they reach the works prison.

4285. But I suppose it would reduce the number of men requiring education?—It would to a certain extent, but there are many difficult questions arising out of that—there is a large proportion of men who from want of intellect or sufficient intelligence are unable to reach any fixed standard—men who are called in country districts "half-sharps," and these men you never can teach anything.

4286. Is it, in your opinion, worth while to continue the efforts to teach these men?—I hardly think it is.

4287. Is it not now within the discretion of the chaplain to exempt any prisoner?—It is, but they are very reluctant to do so. They still continue to make efforts in that direction. Then again, men of a certain age, if they come into prison after 40 it is very difficult to teach them. Agricultural labourers of 40 are not inclined to receive much instruction.

4288. That again would be within the discretion of the chaplain?—Certainly, but, as I said before, he would exempt them with much reluctance, I think, and, therefore, he would be inclined to keep them on the school list.

4289. The education given now is between 5.30 and 6, after they come in from their labour?—Yes.

4290. Do you consider that a good time?—I do not. I think it is open to much doubt. A man is fatigued with his work and does not give a proper amount of attention to what they are teaching him.

4291. Have you any views as to some better time?—If the education is to be conducted as at present in public works prisons, I should say that after the mid-day meal would be a suitable hour to keep in a certain number from their afternoon work. That is not a new practice. It was in existence 30 years ago.

4292. Can you say whether it was found to work well?—It was found to be objectionable from a discipline point of view; the men were not carefully supervised, and they made use of the opportunities for trafficking and misconduct.

4293. Would it not be possible to give these prisoners who are kept in, cellular education instead of class instruction?—The only satisfactory instruction is that given in class; a man may receive more individual attention, but he does not imbibe the same impressions nor does he learn so quickly.

4294. There is no cell teaching of any kind?—Except the work is done by the men themselves; they have their own slate and work out their own sums.

4295. Do you think that any part of the evening could be utilised?—I fail to see how it could.

4296. Your chaplain informed us that he would be glad to make use of the evening?—I think that would be very difficult; in the first place, what is really required is a suitable building in which to conduct classes. I do not think that instruction in the halls is at all satisfactory.

4297. Do you think that they communicate?—No, not so much that, but their attention is distracted by other occupations going on, and the building is in fact not suitable for the purpose. In former days the chapel was used for such purposes, but I do not think that is at all desirable either.

4298. Supposing the evening were used, would not it be better for the schoolmaster to visit from cell to cell?—It seems to me that it is the wrong time of day. I do not think it would give their intellect a fair opportunity after a hard day's work.

4299. Your suggestion is that the prisoners for education should be kept in after the mid-day meal?—After the mid-day meal; that would be during the afternoon hours of labour.

4300. Would it not interfere with the discipline?—I do not think it would.

4301. Could it be arranged?—I see no great difficulty in that. As I said before, it is reverting to a former practice, but I think a suitable room is more needed, perhaps, than anything else.

4302. You would be against cellular education?—I should; I do not think they would profit by it much. I believe the universal opinion is that a great deal more is acquired in class.

4303. (*Hon. Mrs. Talbot.*) Do you find that the very backward men learn with advantage in class?—They would learn better.

4304. They have, of course, to be taught the very rudiments?—If they have made no progress whatever, it would be necessary, probably, to have a class for those men—men of defective intellect and very backward men.

4305. (*Chairman.*) We had it in evidence that you have five schoolmasters?—We have five now.

4306. Out of those five, four are off duty every day from 10 o'clock till 5.30?—Yes, from 12 noon to 5—about; the duties have been considerably augmented lately in consequence of the new rules of letter writing and petitions, but I see no reason why they should not attend to afternoon school in addition to their present duties.

4307. Notwithstanding the additional duties, therefore, four are able to be off duty from 12 till 5.30; their actual attendance in prison is about four hours?—12 noon to 5—about.

4308. We gather that they would prefer to have a period of continuous duty?—I see no difficulty really in re-arranging the hours of duty.

4309. Have your schoolmasters any keys?—At this moment they have not. It has never been the practice in the service to allow them keys.

4310. With reference to that, in one case the schoolmaster is allowed a hall key and not a cell key?—It has always been the practice of the service to withhold keys.

4311. We gathered that there is no delay in admitting them to cells, but sometimes they have to wait a few minutes at the hall gate; do you think it would be advisable to let them have a key?—I think it is open to some doubt: they are apt to be very careless with them. I know of a good many cases where inconvenience has arisen in that way from persons not belonging to the discipline staff; they naturally are not so careful in regard to discipline matters.

4312. I suppose if it were thought desirable they would soon grow into the habit?—I do not see any real objection.

4313. As a matter of convenience would it be better that they should have the keys?—It might.

4314. If so, what key?—If they were allowed keys at all they should have the same as the chaplain has.

4315. A pass key?—Yes.

4316. What keys do the Scripture readers have?—The same as the chaplain.

4317. Would you see any objection to the schoolmaster having a key?—No, I really see no particular objection to it.

4318. Do you think it is necessary or desirable?—I do not see there is much practical advantage to be gained by it, because if they had the keys entirely in their own charge they dispense with the attendance of the warder, and I think sometimes the attendance of the warder is a very wholesome safeguard, we know many instances where ill-conducted prisoners have assaulted the schoolmaster and others without any reason whatever.

4319. Does the chaplain have an officer with him when he visits?—He does not as a rule, but I generally advise him to take one. I am not sure whether he always follows my suggestion.

4320. Should you say from your long experience that the generality of the present convicts are better educated than was formerly the case?—Undoubtedly, the body of them are far better educated, but there still remains a large per-centage of men who are

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illiterate. In spite of all the efforts made of late years to improve the education of the masses, a great many of the criminal class slip through the net. In the year 1869 at Portland out of a large number examined in January of that year 31 per cent. could not read or write, at the beginning of 1895, after an examination of a similar nature, 22 per cent. failed.

4321. (*Chairman.*) Could you say what the population of the prison was in each of those years?—It was not taken out of the total population of the prison, but out of the number examined on these days. I think these figures show that there is a certain proportion of perfectly illiterate men always to be found in prison.

4322. Do you think these men have escaped school altogether?—It is impossible to say, probably many are put down as incapable of learning, classed as idiots in their own village, or something of that sort, and a good many are no doubt constantly changing their ground tramping about the country and so have altogether escaped the inspectors.

4323. In point of fact, the Education Act and the growth of education has made very little difference in the degree of education of the convicts?—Only among certain men, among the main body the improvement has been most marked, that is seen at once from the letters they write to their friends and the petitions they write to the Secretary of State. I can remember the very illiterate effusions of three or four lines, whereas now, the letters are often very fairly expressed and very well written.

4324. Is there no classification of prisoners for these educational classes that you have?—The chaplain arranges that they shall pass the various standards.

4325. But does he classify them as regards general character and offence, so as to prevent the old habitual offender sitting next to the first offender?—That could hardly be done, the educational status has been the only guide hitherto, a classification of that kind would be very difficult to arrange, unless of course the first offender, being a star class prisoner, were altogether removed.

4326. He would not be with that class at all?—No, he would not be with that class at all. It would be almost impossible to arrange such minute details. There is no communication permitted between them. I do not see any objection to the men being assembled in class as they would be under strict surveillance all the time.

4327. Are the discipline officers told off specially to supervise these classes?—Yes, to prevent general misconduct and to maintain order.

4328. Do the prisoners behave well?—Very well, as a rule, but it all depends upon the supervision exercised.

4329. Do the prisoners ever get reported from this class?—Very rarely now-a-days, they used to formerly.

4330. (*Hon. Mrs. Talbot.*) Do you think they appreciate the teaching?—I think they do, I think it offers a distraction.

4331. They do not regard it as part of the prison discipline?—No; they regard it as an agreeable relaxation, it is a little break in the monotony of their daily lives.

4332. (*Chairman.*) Have you any views as to the wearing of uniform or private clothes by schoolmasters?—My own opinion is, that it would be better to allow the schoolmasters to be dressed as civilians. I think they would lose much influence on the prisoners if they wore uniform.

4333. Even if they wore a distinctive uniform?—Even then, I think they would lose something of their scholastic importance—the prisoners would class them as warders, in spite of any regulations.

4334. A point that has been specially referred to us for inquiry is the question whether lectures could, with advantage be given, have you considered that point?—I cannot say I have given the matter much attention, because in the first place, without a suitable lecture hall it would be impossible to conduct lectures with any degree of success. I do not think it could be carried out very well. You would have to improvise all your arrangements, and an impromptu lecture like that, given in a building not suitable to the purpose, would hardly be satisfactory.

4335. Supposing there were a suitable room, would you be in favour of it?—Except from an educational point of view I should not. I hardly see that you are required to go beyond a certain point in the matter of education. I think from a purely educational point of view it would be most useful.

4336. So that from that point of view you would favour them?—I should.

4337. Would you give them to selected prisoners or to prisoners generally?—I should confine them to most prisoners whose education is up to a given standard, there are a large number of men who really require no additional education.

4338. What standard would you regard as a qualification?—One of the higher standards.

4339. In his fourth standard?—Yes, after that point a man can go on improving himself in his cell by reading and the use of books.

4340. (*Hon. Mrs. Talbot.*) So many people do not read who can read?—I do not think that is the case with convicts. They devour books as long as they are suitably selected.

4341. (*Major-General Sim.*) If there were lectures would you rather be inclined to give them to prisoners who were not so fond of books?—Yes, I should; they would be more applicable to men who were not very advanced in their education, because any man who had received a good education could naturally go on improving it.

4342. (*Chairman.*) Supposing it were left to the chaplain to select prisoners?—I should think so—always being guided by the educational status of the man.

4343. What time could be found for lectures if they were given?—I should advocate their being given during the afternoon hours of labour as the most suitable time.

4344. Would that interfere with the winter hours?—I do not think the labour would suffer to any material extent—that is provided always the lectures were not general to the whole body—that they were restricted to the men I have spoken of.

4345. Would your schoolmasters be competent to give lectures?—At this moment I think I have two who could do that, but there are certain gifts attending the giving of lectures which are not found in every one.

4346. I suppose that at Portland it would be rather difficult to find any outsider who would be willing to come in?—I think there are certain local people who would undertake that, but I think they run rather in special grooves.

4347. Would they accept a fee for it?—Probably.

4348. (*Hon. Mrs. Talbot.*) Do you have the Scripture reader visit on Sundays?—No, not on Sundays, because he is thoroughly engaged during the week and he has other duties to perform on Sundays—half the day is devoted to visiting the hospital and service in hospital. Cellular visiting at Portland is, at the present moment, very difficult to carry out, because one man can hear what is going on in the next cell, but as time goes on that will be corrected.

4349. (*Chairman.*) It has been suggested whether the dinner hour might not be made use of for the purposes of education—that would be, of course, visiting in the cells?—I should prefer my suggestion, making it in the afternoon after the dinner is over. I think you are rather trenching on the men's time in occupying the dinner hour.

4350. You think that the prisoners might resent it?—Yes, but there is another reason—that the prison theoretically is closed during the dinner hour, and that the men are not supposed to be out of their cells for any purpose whatever during that time.

4351. (*Major-General Sim.*) It has been represented to us that the nine months' probationary time would probably be the best time to try and see what you could do in the matter of education with the long term prisoners?—I think that would be a very good time indeed in order to begin your preliminary education, but if you are to continue it in any sort of sense it would be necessary to go on when a man is removed to the works prison, and I doubt very much if you could do away altogether with the necessity for some instruction.

4352. The idea was to give the bulk of it?—Quite so, I am quite in favour of that. It would be the best

opportunity for forming an opinion. You would employ the time to test the prisoner's capabilities, and the amount of work that he would do would not be an appreciable item.

4353. (*Chairman.*) Are there any points you wish to put before the Committee?—I think I have given the Committee my views as far as they go; of course, the whole question rests upon how far you propose to go with a man's education.

4354. (*Major-General Sim.*) Simply to treat it like a trade—how far it will better him so as not to come in again?—Then, in that case, a thorough course of training would be better during the nine months you are speaking of; I have a large proportion of men now that require no additional education whatever.

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4355. On these men you would probably make no impression?—No. On some illiterate men no impression would be made in spite of your efforts. I do not think expectations in this matter have been quite realised. I find men still come back to prison notwithstanding educational advantages.

Lieut.-Colonel H. PLUMMER called and examined.

Lieut.-Colonel H. Plummer.

4356. (*Chairman.*) Colonel Plummer, you are Governor of Borstal Convict Prison?—Yes.

4357. Will you tell the Committee what your experience of convict prisons has been?—I have been nearly 10 years at Borstal—seven years as deputy governor and three years as governor, and previous to that I was seven years deputy governor at Dartmoor.

4358. Have you considered the question of the education of prisoners?—Yes, I have thought over it a good deal. My own experience has been that the heavy part of the work should be done in the "separates," so far as convicts are concerned.

4359. Do you think the present system is satisfactory?—Only moderately so.

4360. Do you think the time given is sufficient?—The time given in the winter is sufficient, but the time given in the summer is very far from that.

4361. Can you suggest a means of getting more time for it?—I think that probably all that is needed might be done by using the schoolmasters during the hours the prisoners are in.

4362. During the dinner hour, do you mean?—Yes, in the cells; only I would make that voluntary. I think the men who are anxious to get on would be glad to be instructed.

4363. Do you prefer the cell instruction to the class?—Only for those that require special attention.

4364. Which do you prefer on principle?—I think as far as that is concerned the cellular, if that could be managed.

4365. Do you think that prisoners would object to being visited during the dinner hour?—Not the least, as during the first 10 years of my service I used to spend my time visiting them.

4366. (*Hon. Mrs. Talbot.*) Perhaps your visits would be rather more welcome to them than being taught?—My idea was that they were very glad to get the time filled up. There would be a few men studying, but in most cases the time hangs a little heavy on their hands.

4367. (*Major-General Sim.*) You do not think they are very tired, then, after their work?—I never noticed it.

4368. (*Chairman.*) Do you think that the evening might be utilised?—Yes; I do not see at all why in the same way it could not.

4369. In that case you could go on till 7.30 or 7.40. From 6 o'clock, say?—Yes.

4370. Would there be any objection from a disciplinary point of view?—Of course the patrols are mounted then, and the prison is really locked up for the night, but I do not see why it could not be arranged that the prison should not be actually locked up; the orderly officer and the warder on night duty could certainly go round and lock up the school men.

4371. Would it be sufficient to have to supervise classes?—No, I would have cellular. It would be a small matter in a prison like Borstal. It would simply be two officers at most.

4372. You see no difficulty about it?—Not in the least.

4373. Do your schoolmasters have keys now?—No.

4374. Supposing that this evening time were utilised, it would be necessary for them to have keys?—It would be necessary, but I do not see any objection to that, as immediately after they have done their duty the orderly officer would go round and try every door; that would be the locking-up period for school men.

4375. Is there any inconvenience in the schoolmasters not having the keys now?—I do not think so.

4376. At present you do not see why they should have keys?—No; not in our prison, certainly.

4377. Have you any views as to the wearing of uniform or plain clothes by the schoolmasters?—I do not think there would be any advantage gained by uniform.

4378. Have you ever considered the question of giving lectures to prisoners?—Since this Commission has been sitting I have been thinking of it; of course it is a novelty. I think it all depends on what the lectures are to be and who the lecturers are. I think myself it would never do to diverge on the amusing. My own experience of all these years is that you must not hope by any means to work out any permanent advantage until a change of heart takes place. Changed hearts will bring changed lives—nothing else. I think if the lecturer was a man who would be able to combine good moral teaching with it, I think they would be most valuable, but if they were merely educational I should place very little value upon them.

4379. How would they be organised in your prison?—We should give up one school night in the week to it; that would be very easily managed.

4380. Would you give them to selected prisoners?—To a certain extent. I would not draw a hard-and-fast line.

4381. It has been suggested to us that they should be given to prisoners who had passed a certain standard?—I should not make it a very hard-and-fast rule; I should make it rather a matter for men who wanted to improve themselves. The chaplain should select them and submit their names for the governor's approval.

4382. Where would you give them?—I should give them in the chapel; no objection to that at all.

4383. Would your schoolmaster be capable of giving lectures?—Yes, both of ours would, but, of course, it would be very advantageous if we could get local talent, if we could have the clergy or the heads of the different schools at Rochester.

4384. You think, perhaps, they would be inclined to come?—I think they would be only too glad to come.

4385. Do you think that the majority of convicts are better educated men than they used to be?—Very much.

4386. Do you see a marked difference?—Yes, decidedly, there is a marked difference in the convicts themselves; we have got rid of an enormous amount of the rough element, we never have the scenes we used to have—absolute open resistance to authority, and screaming at night—we are now far quieter than in barracks.

4387. (*Hon. Mrs. Talbot.*) How many are not able to read and write?—Very few; and these are really hopeless cases—sort of half-witted—they are of the labouring class, who have never learned anything even if they have been to school, so dense that no one has been able to teach them.

4388. (*Chairman.*) Do you see any objections from a disciplinary point of view, to the schoolmasters visiting the prisoners in their cells during the dinner hour?—Not a bit.

4389. Do you think there would be any danger?—Not the slightest.

4390. Do you think it would be safe with only a patrol?—Perfectly safe.

4391. Is there any classification of prisoners, as far as their prison histories and characters are concerned?—No, the chaplain tries to classify them.

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4392. Is it a difficult matter to classify them?—Very difficult; of course, it would be very useful if you could do it, but it is a difficult matter.

4393. Would you say it is impossible?—No, I do not go so far as that.

4394. Would it be possible, if you had cell visitation in convict prisons, to locate prisoners for instruction in contiguous cells, with a view to saving the schoolmaster's time?—It would be a difficulty; the prisoners are located according to their class, they are located for diet, for the convenience of serving the meals. I think we could get very near it; we might in a few cases not exactly hit it off, but I think we could get near it.

4395. Have you any views as to the supply of books to prisoners?—I think the books are really one of our strongest weapons; there is no doubt they are greatly read, and I do not think you can increase them too much, so long as they are of the right sort, or give too great facilities for their being changed.

4396. At present they are changed once a week?—Yes.

4397. Do you think they should be changed oftener?—I do not see why you should not allow a man two a week.

4398. Instead of changing twice a week give him two at once?—Yes.

4399. Supposing a prisoner does not care about his book, would he have another?—I think the chaplain uses a pretty wide discretion in the matter. If a man sent for the chaplain and says he would like another book he would have it changed.

4400. May I take it that it generally would be changed?—Yes, I think so.

4401. The supply of books is ample?—Yes, we have a good supply.

4402. You had a supply from Dover?—Yes, but it gave us second copies rather than fresh books. I think, taking it altogether, the library is very good indeed.

4403. We have had it suggested to us that the prisoner is much more amenable to all moral and religious influences during the time of separate confinement than at any other time of his sentence. Should you agree with that?—No, prisoner is then under the first crush of the blow, and in the case of a man who has first fallen into serious crime there is no doubt he is very amenable, but my experience is that the very large majority are very willing to be spoken to. In all my 10 years' incessant visiting I have never had a rough word, and never had a subject treated at all lightly or uncivilly. They are only too glad to be spoken to at all periods of their sentence.

4404. Is there any suggestion which you wish to place before the Committee?—I think any additions you can make towards increasing these good influences would be better. We have no Scripture reader. I think that would be a most valuable help.

4405. (*Hon. Mrs. Talbot.*) Do they like the services? Do they sing in the choir?—Yes, they sing well and heartily.

4406. (*Chairman.*) You think much good could be done by a Scripture reader?—Yes, the one at Dartmoor did very good work. I do not think he visited on Sunday, but certainly nothing could exceed the good he did, and is doing there now. Numbers of men I have heard of afterwards were greatly helped by him. I think any increase in that way could be a great advantage. In a convict prison the door is absolutely closed, so that it must be an official, and I think a Scripture reader would be a great assistance.

4407. (*Major-General Sim.*) How many have you got at Borstal?—We have only 241 there now.

4408. How many schoolmasters have you?—Two.

4409. Do you think a magic lantern would be a good thing?—So long as you do not put us in the dark.

4410. You do not think they would laugh at that sort of thing?—No, I do not think so; if it was used for illustrating natural history, &c.

4411. (*Chairman.*) You think it is a good thing to vary the monotony for them?—I think so. There is a considerable number who feel the monotony very much. The banker's clerk, and all that large class who get in for dishonesty, no doubt would be very glad of anything to relieve it.

4412. (*Hon. Mrs. Talbot.*) Would your schoolmaster be able to give lectures?—Yes, our senior schoolmaster is a great natural history lecturer.

4413. Do the educated men ask for instruction?—Yes, and apply for books for learning various languages. It is astonishing how many of them taught themselves languages at Dartmoor with only having the books. It used to be amusing sometimes when they began to put French sentences into their friends' letters.

4414. Would you say that the existing means for the moral instruction of prisoners are sufficient?—That is one of those questions I am afraid about which one would never be satisfied. I do not think if you had the right persons that there could be too much influence brought on them. I think that the diocesan missioner ought always to be sent to us for a week once a year. I think it would have enormous effect. I know that when the Bishop of Exeter visited Dartmoor it had a wonderful effect.

4415. Did he give them an address after morning prayers?—Yes, he used to give them a long address, and then have his confirmation. He did not speak from the pulpit but delivered his address in the body of the chapel. We used to notice the results of that for weeks afterwards.

4416. Was that once a year?—Yes, and I do not see why it should not be more than once a year.

4417. They never apply to come to prisons?—No; I never heard of it.

4418. Was that a special arrangement at Dartmoor?—We had no mission there, but the visit of the bishop a once year to confirm.

4419. You think that would be a valuable addition?—I think it would be most valuable.

(The Rev. G. P. MERRICK took his place on the Committee.)

Lieut.-Colonel S. R. B. PARTRIDGE called and examined.

Lieut.-Col. S. R. B. Partridge.

4420. (*Chairman.*) Colonel Partridge, you are Governor of Parkhurst Prison, I think?—Yes.

4421. Would you say what experience you have had?—I was 10 years deputy governor at Portsmouth, governor for four years at Borstal, and have now been four years at Parkhurst—18 years altogether.

4422. Have you paid much attention to the system of education in prisons?—Yes.

4423. Should you say it is satisfactory?—You are speaking as regards convict prisons?

4424. Yes, only convict prisons?—Well, I do not see much else you can do.

4425. Do you think the results, generally, are satisfactory?—I think the results are fair, considering.

4426. Do you think that sufficient time is given to it?—More might be given with advantage, but it could not be done without interfering with the labour hours, or increasing the hours of duty of the officers.

4427. I suppose at Parkhurst, like other convict prisons, the education is given in class and after labour in the afternoon?—Yes; during the winter months, when they come in earlier from labour, they have sufficient time, but at present they do not have more than 25 minutes.

4428. Do you think that hour of the day is a good time for it?—No; but I do not see what other you could have.

4429. Could the dinner hour be utilised?—The convicts, you see, come in a little after 11 and go out again at 1. There is a great deal to be done in that time; they have to get their dinners, and the men come to see me and the doctor—the time is filled up.

4430. Do you take the interviews during the dinner hour?—Yes, and I begin as soon as I possibly can, to let the officers get away to their dinner.

4431. Is that the usual practice in the convict service to interview men during the dinner hour?—Yes, since you must get at them when you can.

4432. Then you do not see your way to utilise the dinner hour by the schoolmasters in their cells?—Something might be done in that way by cellular instruction.

4433. Have you any reason to suppose that the prisoners would object to being visited during the dinner hour?—No, I think not.

4434. As regards the evening, do you think anything could be done then, between 6 and 8?—Not till 8. We lock up at 6.45, and the officers go. We could not interfere with the locking up without interfering with the length of the officers' duty. You could not have schoolmasters going about after you have locked up, with only a patrol on.

4435. Would that be an objection to the schoolmasters visiting during the dinner hour?—No, not the same as at night; at night the prison is only slightly manned. Safe custody might be affected. In convict prisons we have to look after that more than in local prisons.

4436. But the same objection would not apply to the dinner hour?—No.

4437. Do you have more patrol about?—No, the same patrols; but there are more officers about.

4438. You would not fear anything in the dinner hour?—No.

4439. In that case, the schoolmaster would have to have keys?—My schoolmasters have keys. I do not see any reason why they should not.

4440. Does he have the key of the halls?—Yes, a pass key.

4441. The same as other officers?—Yes.

4442. You see no objection to that?—No, I do not see why the schoolmaster should not be trusted with the keys as well as anybody else.

4443. The schoolmasters are not in the habit of wearing keys?—I think they are thoroughly to be trusted with keys. The schoolmasters have been so long in the service, and are thoroughly used to it. Perhaps I should not like a young schoolmaster to have them.

4444. They all have keys at your prison?—Yes, they all have got keys.

4445. (*Mr. Merrick.*) I suppose they use the cell keys for the purpose of giving out the books?—Yes, and letters. We do our letter writing on one day in the week, there was a great difficulty found in going from hall to hall.

4446. Do they read their letters in the cell, or come outside?—In the cell.

4447. (*Chairman.*) Do you think the schoolmasters should wear uniform, or would it be better to keep them in plain clothes?—I think they are better in plain clothes. I do not see any object in it.

4448. It has been suggested to us, that it would be a great advantage if as much education as possible was given to convicts during their nine months' separate confinement. Do you agree with that?—Yes, I think that might be increased. You see there is not the same difficulty when the men are in their cells; you can get at them easier.

4449. Which are you in favour of, class education or cellular instruction?—From an educational point of view, or a discipline point of view?

(*Chairman.*) Both?

(*Witness.*) I should think the class education, perhaps. I have not thought of it much.

4450. Do you think they would learn more in class?—I think so, perhaps, the results are fair enough considering the opportunities they have. I have had no experience of the cell instruction at all.

4451. It never has been used in the convict service?—No, I have never seen it.

4452. (*Mr. Merrick.*) What is the size of your class, how many men?—They vary a great deal. I think we have about 60 attending school—not all at one time. I should say 10 or 12.

4453. What supervision is exercised over them?—The schoolmasters are there, and there is an officer in charge.

4454. Three really?—Yes.

4455. (*Chairman.*) Are the classes held in the hall, or have you a schoolroom?—In the hall, and in a room called the warders' hall.

4455*a*. Are the discipline officers present?—Always.

4456. Specially detailed to look after the convicts?—Specially detailed—nothing else to do.

4457. What are the duties of your Scripture reader; does he assist in education, or merely act as Scripture reader?—He does not assist in education, but visits the prisoners in their cells.

4458. Does he visit at any time during the day, or at any special time?—He visits during the dinner hour and in the evening. I have not a close knowledge of his duties, as he works more under the chaplain.

4459. He is regarded as a sort of assistant to the chaplain?—Yes.

4460. Does he go in on Sunday?—Yes, he plays the harmonium.

4461. Could he usefully visit prisoners in their cells on Sunday afternoons, after the services and exercises are over?—Yes, I do not see why he should not at all.

4462. What time does he go off duty on Sunday afternoons now?—The service is over at 3.30, and I do not think he has anything to do after that—he may visit in the infirmary, possibly. Parkhurst has a great number of infirmary patients.

4463. We can regard your prison as a special invalid prison?—Yes, invalid in every way. I should think two thirds of my prisoners are habitual criminals.

4464. (*Hon. Mrs. Talbot.*) Is there any special teaching for them while they are invalid or do they drop out?—They drop out.

4465. Would they be too sickly to have anything done for them in the infirmary?—No, not too sickly, as a rule.

4466. (*Chairman.*) Is it the fact that the majority are too old of those in the infirmary?—Many are too old.

4467. (*Mr. Merrick*). Do they get any extra privileges in the way of books?—No, just the same.

4468. How many books are supplied to each patient in the infirmary?—Bible, prayer book, and hymn book that is three; they get two educational books and three library books.

4469. Each man?—Yes; eight books, I think it is, three devotional; they are changed once a week.

4470. What are the two educational books?—It may be a French book or anything that they ask for; they keep these books for a long time; the library books are changed once a week.

4471. Yo do not mean in those books a book of moral instruction?—No, I think that would be included in the three library books.

4472. (*Chairman.*) Supposing it were found desirable to give up more time to teaching, what would you think of the suggestion to keep back prisoners for education from labour for an hour after the mid-day meal?—It would give a tremendous lot of trouble, as a blacksmith might be taken from his forge, a leading bricklayer from his party; some parties have to work at a fixed strength and taking one or two away would upset the work of the whole.

4473. You need not necessarily take them all at the same time?—It would interfere with the industries tremendously.

4474. You mean by taking one or two from the work party it would interfere with the work?—Yes, it would delay the work.

4475. Supposing education were carried on by cell visits, would it be possible to locate the prisoners for education in contiguous cells?—There would be a great difficulty; they are located first by their classes and then by their parties.

4476. The first consideration is, I suppose, for class of diet?—Practically I think the first consideration is the parties and of course the diet—as far as possible we keep the parties together—they file in on parade.

4477. You are only able to locate them for instruction to a very limited extent?—Yes, to a very limited extent; as a matter of fact we cannot carry out the orders now; Protestants, Roman Catholics, and Jews are kept as far as possible together; then the star-class men have to be kept together.

Lieut.-Col. S. R. B. Partridge.

23 Mar. 1896.

4478. (*Mr. Merrick.*) Is there any reason for locating the Roman Catholics?—No, I do not know that there is as far as that is concerned.

4479. We may take it that special instructions at your prison make these matters more difficult?—Yes, everything is more difficult at Parkhurst.

4480. Have you ever considered the advisability of giving lectures to prisoners?—I do not think it would do much good to my prisoners; perhaps some of the star-class men might benefit.

4481. Would you see any difficulties in the way of organising them at your prison?—Where would you propose to have them?

(*Chairman.*) That I should like to ask you.

(*Witness.*) There is some difficulty as to duty; for instance, if you had lectures in the evening you would want officers.

(*Chairman.*) I should like to hear your views,

(*Witness.*) You would have to assemble them; there would have to be officers to look after them; if you take officers away safe custody would be indirectly affected by diminishing the opportunities for searching; we are very short as it is; any scheme of that kind would necessitate an increased force. I do not think the lectures would be any use for habitual criminals, in fact, I think they are utterly hopeless.

4482. You have no schoolroom at Parkhurst?—No, there is no school room; there is the chapel and the warders' hall, where lectures could be held.

4483. Have you had any experience of lectures in prison; they have been tried a good many years ago?—No; I have not myself.

4484. You do not think it very easy to arrange anything of that kind?—It could be arranged, but it would have objections.

4485 What time would you suggest lectures were given that would be best suited to the convenience of the prison?—The only time is the present school hour in the evening; that would be when the officers come back at 5.50. You would only have about 25 minutes. In the winter hours, of course, it would be much longer, but then they only last for three months. Our summer hours begin on the 1st February.

4486. (*Mr. Merrick.*) You said just now that you thought that the results were fair, "considering"; what is the "considering"?—Considering the wretched class of men we have to deal with; the men who chiefly attend our schools are habitual criminals.

4487. You think they should not be instructed after they are 40 years of age?—I should not think it would be of much use.

4488. You would not give a man the privilege of school instruction if he was under a second sentence?—That would have nothing to do with 40 years of age, I am sorry to say.

4489. You said just now you thought it was utterly hopeless dealing with them; do you mean giving them instruction at all?—I mean in all respects; whatever you do, I think habitual criminals take to crime again.

4490. Do they regard education as a privilege or as an element of prison discipline?—Some of them do and some of them do not. I have heard men complain of not being allowed to come to school; altogether, I should think, they rather dislike it.

4491. It has been suggested to us that the devotional books in the cell should be considered part of the cell furniture, and should be under the charge of the warder instead of under the charge of the schoolmaster; would you approve of such a change?—I do not see any object in it at all. I should think it is better that they should be under the charge of the schoolmaster.

4492. It would add to the work of the warder?—Yes. He has quite enough to do.

Captain F. JOHNSON called and examined.

Captain F. Johnson.

23 Mar. 1896.

4493. (*Chairman.*) Captain Johnson, you are Governor at Dartmoor Convict Prison, I believe?—I am.

4494. You have had a long experience?—About 19 years.

4495. With regard to the present system of education, do you think it is satisfactory?—No; I do not, certainly not.

4496. Would you give the Committee the reasons why you think so?—In the first place, the time devoted to the instruction of convicts is very limited, and I think that with the general class of convicts who are taught, it is perfectly hopeless to attempt to teach them; I think it would be far better if the energies of the scholastic staff were concentrated on those more likely to profit by it than on the general body, who are not likely to profit by it.

4497. How would you propose to find more time?—I do not think that you can find more time in a convict prison, but I think that you might devote more time to convicts during their first nine months. I should be in favour of that. You cannot give more time, unless you interfere with the labour.

4498. Do you think the dinner hour might be made use of for the purpose of visiting from cell to cell?—There is probably a little difficulty about that; there is only one patrol on during the dinner hour. I do not think it would be safe to allow the schoolmaster to go about by himself.

4499. When do you mean that the separate-confinement men should have instruction?—In the morning.

4500. During their labour?—Yes.

4501. Is special attention in education given to the separates?—Yes, there is more time at their disposal.

4502. Which do you prefer as a principle, cellular instruction or class?—I think cellular would have more effect.

4503. Do you think the prisoner learns more, benefits more by individual attention of the schoolmaster, than he would in the class?—I should think he would; the only difficulty is this, that if the schoolmaster is to give cell instruction to everyone, he must have more time, the same instruction in class will do for a good many.

4504. (*Chairman.*) Yes, that might be beneficial to prisoners who were in Class 1 for instruction, but when they get beyond that, do you think that cell instruction would be better than class?—I think that a man would profit more by cellular instruction.

4505. Do you think part of the evening might be utilised?—We do utilise the evening now.

4506. After 6?—They are instructed now up to about 6.30 every night; they come in from labour at 5 o'clock and the schoolmasters come in at 5.30, and they are instructed up till 6.30.

4507. When do you lock up?—The officers leave at 20 to 7.

4508. What do you say to the idea of keeping back prisoners for education for an hour after dinner before they go to their afternoon's work?—How would you dispose of them at the expiration of that hour?

4509. (*Chairman.*) Send them out to labour?—How could you sent them out. There would be no escort, every officer is out. If you were to keep these men back for an hour you must employ them in the prison. In the winter they go out to labour at 1 o'clock, you keep them back till 2 you mean. It would take them 40 minutes to walk out. They get there at 2.40, and they have to be in at 4.15, so they would simply walk out and back. The men that you keep back some might belong to one party and some to another; practically, if you keep them back for an hour, you will have to keep them in the prison for the whole afternoon.

4510. It would disorganise the labour altogether?—Yes.

4511. In your prison it would not work?—No.

4512. Supposing some cell instruction were made the system, could you assist the schoolmasters, and save their time by locating the prisoners for education in adjoining cells?—No doubt, I could do that. I do not think I should have any difficulty; all the men under instruction might be kept in one hall.

4513. Would that interfere with their location for the purposes of diet and class?—No, the only difference is that we keep our Roman Catholics together for the convenience of the priest.

4514. Your schoolmasters, at present, are off duty a considerable time in the day?—Yes; they come in at 9

and go out at 12, and come in again in the evening, except the master superintending separate-confinement men.

4515. Do they take it in turns to look after the separate-confinement men?—No, it is the duty of one schoolmaster.

4516. Do you think it would be better if some arrangement were made so that the schoolmasters remained in the prison during the day?—They would do no good unless for the separate-confinement convicts. The men are all out at labour, and therefore the schoolmasters would have no one to look after. We have no prisoners of any kind in their cells in the daytime except the separate-confinement men.

4517. Does your Scripture reader do any visiting on Sundays?—Yes, I think so.

4518. In the cells?—In the cells.

4519. (*Hon. Mrs. Talbot.*) Do you think the prisoners appreciate their education?—Yes, I think so.

4520. Are they anxious to have more?—Some are, and a good many are not. I think with a great many of the convicts it is rather a farce, because I know some have been in prison for years and years who cannot read or write. Those who can get on, and wish to get on, I think they like the education; but it seems to me to be a useless thing in the case of men who have been in prison for three sentences of penal servitude and not learned to read and write, to waste the time on them.

4521. Have you ever considered the question of giving lectures?—Yes, I have.

4522. What are your views about that?

(*Witness.*) Would you have outside lecturers in?

4523. The chaplain might very well get the services of men who would be willing to give lectures?—It is a very anxious time in chapel. You have in chapel 700 convicts, and you have about 20 officers to look after them. Very little excitement or anything of that sort might produce very serious results. It is very much the same sort of thing with these lectures. You would have them, I presume, in the evening so as not to interfere with labour; that would mean that practically it is dark. I think it would be a very serious question whether it would be advisable to 500 or have 600 men congregated.

4524. (*Chairman.*) Would you give the lectures to prisoners generally or to selected ones?—It would be very difficult to select these men, because some of the most plausible are really the most wicked. I am assuming, of course, that the lectures would take place at night; you have got to collect them from all parts of the prison, then again you have only half the number of officers in the prison at the time.

4525. You might give a lecture to the prisoners who are selected for it by restricting the numbers?—Yes.

4526. You might give them a lecture one afternoon instead of instruction?—Yes; I do not know there is any objection to that.

4527. What we want to known from you as the governor is, how this could be arranged—how in fact, if you had to do it, you would do it?—I should do it.

4528. I am quite sure of that?—I believe it would be really more difficult to arrange for half than the whole. On Sundays you have the whole of the prisoners in chapel and the whole staff on duty to look after them. I think really it would be less trouble to lecture to the whole; you must split up your staff if you divide the convicts; you cannot leave the men in the halls by themselves.

4529. There is no schoolroom at Dartmoor?—No.

4530. (*Hon. Mrs. Talbot.*) Where do they have the classes?—They have them in the halls. I have seen recommendations about having these lectures illustrated by magic lanterns, and I think that would be rather a dangerous performance.

4531. (*Chairman.*) Who would give the lectures? Would your schoolmasters be capable?—No, I do not think they would carry much weight. If you had lectures you would want people who could really lecture well. I do not think you will do any good with the present staff.

4532. We have been told that something like 30 years ago lectures were given at Dartmoor?—Not in my time.

4533. You never heard anything about that?—No, I have not. I think you would have to be very careful indeed. These men now put down their names to see the governor for the purpose of meeting together. I believe that a great many evils would arise from anything like lecturing. In chapel they keep very good order, they are compelled to behave well; but if you have lectures you lose all the sanctity of religion.

4534. Do you ever find any objections to associating men in class for education?—No; they are very few in number, and they are very well looked after. We have only 300 in the whole prison who are under instruction, and they are divided into five halls, so that there are not very many in each hall.

4535. I gather from you that you do not think a system of lectures would be attended with any adequate result?—I do not think there would be any advantage; there might be to a few. I do not think in those cases it would be at all permanent.

4536. (*Mr. Merrick.*) You said you thought the system of education was not quite satisfactory; did you mean that they had not time enough?—I do not think they have time enough. In the course of the week they have only one night in each hall. In the summer months they have only half an hour.

4537. You said you would send to school those who were likely to profit by it?—If you come across a man who does not show the slightest improvement because his intellectual power is so weak, I think that the schoolmaster's time is thrown away on him. I have now three or four men in my prison who have had three or four sentences of penal servitude, and they cannot read or write.

4538. (*Chairman.*) It is quite open to the chaplain to excuse those men?—Yes, it is; but it shows the folly of teaching such men.

4539. (*Mr. Merrick.*) Would you have an age limit, say, of 40 years?—Yes, I think so.

4540–1. If a man, during 12 months' instruction, showed no capacity or taste for learning, would you exclude him?—I would. You do not like to cut off a man from education, but if you see it is utterly hopeless, and the smattering of knowledge which he would get would do him no good, I do not think it is advisable to go on with it.

4542. It is a waste of energy and expense?—Yes.

4543. Your men are taught in class. How many in a class at the same time?—They vary according to the halls. I think there are about 300 under instruction in five halls; they would vary from 50 to 60.

4544. They are properly supervised, I take it?—There is a warder in charge.

TWELFTH DAY.

Home Office, Friday, 27th March 1896.

PRESENT:

R. S. MITFORD, Esq. (*Chairman*).

Hon. Mrs. E. S. Talbot.
Major-General C. A. Sim.
Rev. G. P. Merrick.
Captain C. Eardley-Wilmot, *Secretary*.

Rev. T. W. Sharpe.

27 Mar 1896.

Rev. T. W. Sharpe, C.B., called and examined.

4545. (*Chairman.*) Mr. Sharpe, you are, I believe, the Senior Inspector of Schools under the Education Department?—Yes, the Senior Chief Inspector.

4546. And you were a member of the Committee in 1879, under which the present system of education was established?—Yes. I ought to say that I have just destroyed all my notes in connexion with that Committee.

4547. And you have considerable experience of the working of this system of education?—Yes, I went round the prisons several times.

4548. And you say that it is satisfactory?—As far as the reports go it seems to work well. The chaplains generally reported favourably. We were rather tied down by the conditions of our inquiry; no one who was sentenced to less than four months was to be allowed the privilege of education. Practically we only dealt with prisoners who had at least a four months' sentence.

4549. Do you think that should be reduced?—If you can give more time to the school from the ordinary work of the prison, but under the condition which existed at the time of our enquiry it was of no use recommending anything less than four months.

4550. But you would be in favour of teaching three months' men?—Yes, if the time can be spared. They seem to be very ignorant prisoners with whom you have to deal; the residuum of the population.

4551. Do you think the standards are sufficient?—We recommended the third standard because it was sufficient to enable them to read a book from the library.

4552. Should you say that having regard to the growth of education since that time the third standard is sufficiently high?—If they can read a third standard book with fluency they can read any book; and in regard to arithmetic it was thought that if they learned money sums thoroughly well it was sufficient for all the purposes of life.

4553. (*Chairman.*) In the convict service we teach up to the sixth standard?—But you have more time there, I suppose—if you raise the standard you will have to alter the character of the teachers.

4554. The schoolmasters are qualified to teach up to standard IV.?—Up to and including standard III.; they certainly do what they have to do well.

4555. Could you say on what principle the present standard is fixed?—It was taken entirely from the Code of the Education Department; the Code has varied very little since—but the examination has been raised considerably during the last 20 years.

4556. The present Education Code has just gone considerably beyond this?—Not as far as requirements go, but in regard to greater efficiency of teaching.

4557. Would you think it desirable to bring up the standards to those of the Education Department?—I do not think it is required—if you teach them the use of the library book and keeping simple accounts, that is as much as is necessary for their general welfare when they come out of prison.

4558. (*Mr. Merrick.*) Did I understand you that the standard used in the schools years ago is the same as that required by the Education Department in national schools, that they are identical practically?—Yes.

4559. (*Chairman.*) How long should you say it would take an illiterate prisoner to attain to the third standard?—It would require a year or two if entirely ignorant.

4560. As much as that?—Yes, I judge from my experience of evening schools with such opportunities as you give him in prison.

4561. He would not do it in nine months?—Not if totally illiterate—he might be able to stumble through the second standard reading book. I think it is very desirable that more time should be given; two hours a week at the least. We were instructed to consider another point, how far they could be taught in class, and I thought that they should all be taught in classes, but I was told that it was incompatible with the prison discipline.

4562. That seems to be very much a matter of supervision—you would be in favour of class education rather than cellular?—Certainly.

4563. Do you think that when a prisoner gets to a more advanced class he should be taught in class?—Certainly, we recommended classes of eight, I think.

(*Chairman.*) I think they are restricted to six.

4564. (*Hon. Mrs. Talbot.*) Are they very much more backward in learning than a child would be?—Yes, much more; the illiterate adult prisoner has formed habits of inattention, he cannot concentrate his powers readily.

4565. (*Chairman.*) Do you think it would be better in large prisons to have a certificated teacher at the head of the school?—It would be if you secured teachers of the proper stamp for dealing with prisoners.

4566. Supposing we could give two hours a week to prisoners, how long would you say then it would take them to get through to Standard III.?—He might get up to the second standard in a year.

4567. Not under a year?—I should think not, the great thing is to create interest; as a rule our certificated masters do not succeed in winning the interest of men, they are trained to teach boys.

4568. You think that the teachers in the local prison should not have discipline duties?—It would, be much more expensive, but if you propose to raise you ought to have a certificated master for the higher class.

4569. (*Mr. Merrick.*) A schoolmaster warder who has passed in the third standard very efficiently, would he be an efficient teacher of the third standard?—It is chiefly individual teaching; for class a small he would be able.

4570. (*Major-General Sim.*) There is an idea that the nine months before they go to the convict prison is the best time to give these long term men their instruction; the difficulty has been laid before us that when they get to public works prisons there is absolutely no time for the education?—You would gain very much by giving it before they were taken away to the prison.

4571. The suggestion has been made that it should be given during the dinner-hour, or one hour in the afternoon. You think that the education should be placed under the chaplain in any case?—I think so; it would be unwise to take it out of his hands; it would not do to have two conflicting authorities.

4572. When we come to the subject of lectures the chaplain would be the one authority again?—I think it would be better to have one authority for all educational purposes.

4573. (*Mr. Merrick.*) Do you think it is undesirable that there should be a double authority in the matter?—I think there should be one authority.

4574. (*Chairman.*) The balance of the evidence that we have received is that there should be more time;

one of our points is to find out how that time is to be obtained.

(*Major-General Sim.*) Now, the certificated teachers in the convict prisons have nothing to do between 12 and 5.

(*Chairman.*) We have had a suggestion from a Governor that what we should do is to keep back men for instruction for one hour after dinner.

(*Witness.*) What are the hours of labour?

4575. (*Chairman.*) The convicts begin earlier.

(*Hon. Mrs. Talbot.*) They are in their cells again by 5 o'clock.

(*Witness.*) I suppose the Governors would resent very much any interference with those hours?

4576. (*Chairman.*) We had it from a Governor that there would be no difficulty in keeping the men back for instruction for one hour.

(*Witness.*) Is it class instruction in convict prisons?

4577. (*Chairman.*) Yes.

(*Witness.*) It would not be a very serious matter to have a small room specially provided for a class.

4578. (*Chairman.*) That is, of course, a financial question.

(*Witness.*) A room 16 ft. by 12 ft. would not be a very serious consideration.

(*Chairman.*) You would have to do it for about 50 prisoners.

(*Major-General Sim.*) Fifty in a class were taught in one prison; that was at Parkhurst.

4579. (*Mr. Merrick.*) This examination book used in the convict service—does it commend itself to your approval?—This is used, I suppose, in the convict prisons?

4580. Yes?—Your sixth standard is very little higher than our fourth standard really. You are at least a standard and a quarter below our standards.

4581. (*Chairman.*) It appears, Mr. Sharpe, that we still get a great number of illiterate prisoners in the prisons?—Yes.

4582. (*Major-General Sim.*) We went to Wormwood Scrubbs the other day, and the Governor was asked to produce nine quite independent prisoners, taken haphazard, and of seven young men none of them had been to school at all?—They are generally people who have drifted in from the country rather than London people.

4583. (*Mr. Merrick.*) I may say some years ago I drew up some statistics which showed that half of the prisoners had come from the country and half from London. I think 49 per cent. in one case and 51 per cent. in the other.

(*Witness.*) Unless they have been taught in an infant school in London they generally attend badly afterwards. 8 per cent. of London school children are really truants for this lesson.

4584. (*Chairman.*) In the country the returns are better?—Yes.

4585. (*Major-General Sim.*) What about those juveniles that come into prison?—I suppose that they are now very few.

4586. (*Chairman.*) Very few now.

(*Witness.*) How do you separate juveniles under 16?

4587. (*Chairman.*) They are kept in separate cells—they are by the rules taught in class one hour a day.

(*Witness.*) They are a diminishing number, I suppose?

4588. (*Chairman.*) Very much.

(*Witness.*) I should like the School Board for London to set apart a day school for truants before they go to a truant school.

4589. (*Hon. Mrs. Talbot.*) Have you thought about giving lectures?—I am very strongly in favour of lectures on properly chosen subjects.

4590. Do you think the schoolmasters could give lectures?—If you had a magic lantern in every prison you could do a great deal of good—you can have such a a strong light with perfect safety given in the daytime.

4591. (*Chairman.*) We find that in many cases our schoolmasters would be quite capable of giving lectures on simple secular subjects?—I am afraid they would be largely got up from books—supposing they were lecturing about travels, it would be a great deal better to deal with their own individual travels, however humble, than to take them to places where they have never been.

4592. (*Chairman.*) In many cases I think chaplains might get the services of outsiders?—Yes. The winter season would be preferable for such lectures.

4593. (*Chairman.*) I should be inclined to say that they should be in the winter.

(*Major-General Sim.*) We have had various opinions about the selection of prisoners.

(*Witness.*) Prison authorities seem rather too much afraid of human nature in prisoners—it would exercise humanising influence on even the worst prisoners to come to a suitable lecture.

4594. (*Major-General Sim.*) If you were to give them to the whole body of prisoners you would have to hold them in the chapel? That would not be desecration, would it?—As long as they shut off the sanctuary I do not see any objection. I should have no hesitation myself if I were a chaplain.

4595. (*Chairman.*) If they were held in chapel it would be quite possible to give them to the general body, but if another room had to be found it would be quite impossible to give them to the whole number.

(*Witness.*) Of course, as you know, in the Swiss Protestant churches they give magic lantern lectures.

4596. (*Mr. Merrick.*) If a prisoner has received education in a prison school—has gone out and not made use of it—would you allow him the privilege of instruction again?—I think so. It would be difficult to prove that he had not made use of it.

4597. (*Mr. Merrick.*) His own statement.

(*Witness.*) I do not see how he could avoid using it.

4598. I questioned one or two men who had received instruction in prison school, and I asked them if they had made use of the instruction in arithmetic they had received?—They had not sensibly made use of it, but they could not divest themselves of it if they once got it into their minds.

4599. (*Chairman.*) No doubt it has been rather an advantage to the service to have candidates for post of schoolmaster examined by your inspectors?—Yes.

(*Witness.*) Have you altered your reading books?

(*Mr. Merrick.*) We have the National Society's.

(*Witness.*) They are not quite up to some of the other publishers. I will get one of our staff to send you a list of the best.

(*Mr. Merrick.*) The chaplain is allowed to choose any book according to his discretion.

Rev. E. SCHNADHORST called and examined.

Rev. E. Schnadorst.

4600. (*Chairman.*) Mr. Schnadhorst, you are a member of the School Board for London?—Yes, that is so.

4601. I understand that you take a considerable amount of interest in our prisons?—It does so happen that I have taken a special interest in them, and have had facilities for that purpose perhaps not open to all; most of you are aware of the important position that for very many years my own brother occupied, and through him facilities have been given to me, and I have been through a good many of the prisons.

4602. In London or in the country?—Both—Wakefield, Leeds, Sheffield, and all our London prisons—but curiously enough, with the exception of Wormwood Scrubbs.

4602*a*. Have you studied the question of education as carried on in our prisons?—I have.

4603. What is your opinion?—My attention was called to it years ago, when I was paying a visit to Coldbath Fields Prison at Clerkenwell; one afternoon, as I passed along with a warder, I found a large group of children, that is lads I suppose from 13 to 16 years of age, and my attention was called to the instruction that was being given to them by the schoolmaster, and I found, speaking broadly—I am afraid with almost

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literal accuracy — that the lads had been grossly neglected in their education, and that they knew absolutely nothing.

4604. Would you say about when this was?—Twenty-five years ago.

4605. (*Major-General Sim.*) 1871?—Yes, I spoke to the schoolmaster and to the lads, and I found in the great majority of cases these lads had never been to school; they knew nothing of school life, and had been allowed to drift into the streets by fathers and mothers who did not deserve the name; and thus got into crime, and presently found themselves in gaol. My feeling at that time was—this is not the place—these lads ought not to be here—the influence of the prison upon the mind and heart of the lads would seriously imperil all their future—and I felt that something ought to be done to relieve our gaols of such criminals, and I felt that the moral influence of the schoolmaster upon them would be next door to nothing. And then the contaminating influence of coming into connexion with men who had been criminals all their lives!

4606. (*Chairman.*) I must point out to you that all this has been altered since that time?—I know.

4607. In 1879 this present system of education was started; what I should like to know is whether you consider that this present system of education is being usefully and effectively carried on?—May I answer in this form? I am not prepared to say that it is not useful; I believe it is permanently useful, but I think that it should be very much improved. I speak now of our truant schools, industrial schools, and reformatories. These I come into very close contact with in connexion with the London School Board. I take a very special interest in them. My honest conviction is that the training the lads get there is not sharp enough; they are too well cared for. I am speaking now of our truant schools and industrial schools.

4608. But we must confine ourselves to prisons; do you think the results in prisons are satisfactory?—Very largely so, but I think you want a severer corrective than you adopt. I think that possibly the sentences should be shorter and sharper.

4608*a*. The discipline in fact should be sharper?—Yes.

4609. (*Major-General Sim.*) Have you known of any cases where illiterate men have come in, have been educated up to this third or fourth standard, and have benefitted by their education when they have gone out in the way of getting some occupation?—I am afraid not.

4610. As a means of reformation you do not think it is much good?—It may be.

4611. Not in the way of getting employment?—Not in the way of getting employment, but I think the teaching might be better—I think the men might be taught better than they are.

4612. There is not time for teaching?—A shorter amount should be better utilised, in my opinion.

4613. (*Chairman.*) Can you suggest how it should be better utilised?—The time is too short. I would take it out of their hard labour. I think so much of the education. If you can put into the brains of these men something of real knowledge—teach them how to read better and to appreciate the work if they get it—you are doing an everlasting blessing to multitudes of mankind.

4614. (*Major-General Sim.*) Would you think if the education was longer and better it might be some means of reformation?—I should.

4615. (*Mr. Merrick.*) That is what you mean when you suggest that the treatment should be severer than it is?—Yes.

4616. (*Major-General Sim.*) Against their wish or not?—Yes.

4617. What would you do with the men?—I would give them a larger dose of educational work.

4618. (*Chairman.*) Would you make it a sort of privilege, or would you make it part and parcel of the prison discipline?—That almost bristles with difficulty, but I would give them the education unquestionably, and I do not see why you should not make it part of the system. I think it would do them good.

4619. (*Mr. Merrick.*) That is, you would force education?—Certainly; I am clear about that.

4620. (*Chairman.*) You would make it compulsory, in fact?—Certainly.

4621. (*Major-General Sim.*) Some opinions that we have had are different—they have recommended more industrial work, so as to teach these people to work with their hands when they go out?—How can a man in the present day get on unless he has got some little mental force behind him? It is utterly impossible; you might teach a man to make a suit of clothes thoroughly well, but behind all that there should be a certain amount of mental force, and without it a man will fall some day; there is no doubt about it.

4622. (*Chairman.*) I do not know whether you have read the report of Mr. Herbert Gladstone's Committee on Prisons?—No, I am sorry to say I have not.

4623. One of the points they recommend has been specially referred to us for inquiry as to the desirability of giving lectures to prisoners—have you any views about that?—I should say that that would be a useful and an important element.

4624. (*Major-General Sim.*) You would not be afraid of contamination by colleciing them together?—No, there is no need for that.

4625. It depends on how many you give it to, whether you take the whole of the prisoners?—You would not do that, I think, you would create a difficulty.

4626. You would not be in favour of giving the lecture in the chapel?—No.

4627. (*Chairman.*) Do you think it is desirable to vary the monotony of these men?—I would do anything that would have a tendency to elevating their mind, creating thought, fostering and cherishing good and right and wholesome principles, and you cannot do that by keeping a man's nose down to the grindstone by hard labour—they may deserve it, but still, as far as possible, make your prisons reformatories.

4628. (*Hon. Mrs. Talbot.*) How would you make the life sharper to them if you vary the monotony more?—Whilst they are at work I should keep them very rigidly and strictly to it. I have gone into many of the cells at Pentonville and often found men at work—that is monotonous enough.

4629. Is that sometime ago?—Not more than three years ago.

4630. You might perhaps have been at Pentonville when it was a convict prison, and they were always working in their cells.

4631. (*Mr. Merrick.*) Might I ask what you mean when you say that you would like to make the educational system better, what do you mean by "better"?—I mean this, let the instruction be of that character that it shall reach the capacity of the people to whom you speak, and thus revive any thought and intelligence that may be slumbering. It is no use reading a Latin book to the first standard in an elementary school?

4632. (*Major-General Sim.*) You do not think it would cause the prisoners who dislike hard labour to scheme?—No, I do not think so.

4633. If you make it so very obligatory as that, I am afraid you would make a lot of schemers?—No. I think not. Surely the governor and chaplain would very soon find out those men that are deficient in mental capacity, and those are the men and women that I would teach most. Many of the worst characters are very good scholars—I should keep them hard at work—they do not need any mental force, but it is to the poor wretches that have been neglected all their lives, who have practically never seen a school, that it is an everlasting good and blessing.

4634. Of course, every attempt is made to teach them, but sometimes it is impossible?—No doubt; I find that in our elementary schools, here and there a child that you can do nothing with.

4635. (*Chairman.*) Have you found that the prisoners appreciate the education bestowed upon them?—Some of them, not many.

4636. Not the majority?—No, not by any means, whilst some of them have distinctly said, "If my "education had not been neglected I should not have "been here."

4637. (*Mr. Merrick.*) If they have not appreciated the education, to what reason do you assign it?—I suppose they have been neglected—probably kept at home—perhaps their parents are more at fault.

4638. (*Chairman.*) Do you think they would feel that they are too old to learn when they get into prison?—Many of them do. I have been told that it was largely the want of educational work that brought so many to crime.

4639. (*Mr. Merrick.*) Do you happen to know that in Scotland every boy and girl is educated, and yet the criminal statistics of that country are not more favourable than they are in England?—I have heard that before, and it is rather startling.

4640. Have you any idea where the fault would be?—I am afraid not, in the face of that statement.

4641. It would not be in the system of instruction?—I do not see why it should be. I have no doubt that the schoolmasters in these gaols were efficient and capable men.

4642. (*Chairman.*) How do you find the general education of prisoners as a class compares now with what it was years ago? Do you think it has increased very much in consequence of the growth of education?—I have no doubt it has.

4643. You find in your visits that the prisoners are better educated as a class than they used to be?—I am sure they are, and I am hoping that those who are spared 20 years will be able to see that very distinctly improved.

4644. (*Chairman.*) The figures seem to show that there are still a very large number of illiterates?—Very large. I am occasionally finding in my visits to schools a few children that we can do nothing with; they have no brain capacity at all, and unless they are very carefully attended to and watched they will drift into crime. I think that we are doing a good work on the "Shaftesbury." It is very costly, as we have no productive labour, and yet Field Lane Ragged School and other schools in the country get a large profit out of their labour. Field Lane last year made a profit on labour of 570*l.*; Kent County the profit was 754*l.*; at Bolton it was 705*l.*; and yet we make none; in addition the cost is very much more than I think it ought to be. We are trying to reduce the cost now by bringing the numbers up to 450—for the last years it has been stationary at about 350—now we have 410, and we are going on till we get 450.

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4645. (*Major-General Sim.*) There we teach them up to the sixth standard?—Yes, precisely the same work.

4646. It is a school board on a ship—they make their own clothes, bread, and boots—we have the industrial and the school system there?

(*Witness.*) I was on the ship the other day and there were nearly 40 boys in the sixth standard, and some of them were brilliant lads.

4647. (*Mr. Merrick.*) If a prisoner were undergoing his first sentence, been subject to school instruction, and had gone from the first to the third standard, and then released from prison—out six months and made no use of the instruction—when he came back would you give him instruction again?—I would.

4648. Why?—Because I think if you take him back into prison schools a second time he will very likely benefit by a second dose. I am very strong on those points, and I would almost do violence in order to do my uttermost to train the faculties, the mental capacity of these people. I am sure it is the right line to go upon.

Mr. W. Tallack called and examined.

Mr. W. Tallack.

4649. (*Chairman.*) Mr. Tallack, you are Secretary of the Howard Association?—Yes.

4650. And you have had a varied and lengthened experience?—Yes, about 30 years at home and abroad. I have drawn up a few points respecting your subject of inquiry, and when I received an invitation to come here I took the liberty of writing to a few of our correspondents upon these points.

4651. You are aware that this Committee has been appointed to inquire into the education of the prisoners; have you studied the question of the education of prisoners?—To some extent; but, as I have often remarked, the Howard Association does not presume to instruct practical men in their duties.

4652. But you have paid some attention to it?—Yes.

4653. Should you say it is satisfactory?—I think not; it seems to me that the system of prison education in this country is about the weakest part of our prison system. Last year, the Departmental Committee reported that the present rule by which only prisoners of four months' sentences were taught, excludes the vast majority of prisoners from instruction. Our present system of education is almost an imaginary quantity. Therefore I would venture to suggest that the present rule should be altered, which excludes from instruction all prisoners who have not been in jail more than four months, and the law which also orders that the time of education should not be taken out of labour hours; and further—and this is a very special point—we want the law altered which permits at present the imposition of constant short sentences. That is most intimately connected with the subject. In March 1879 the then Home Secretary in his instructions to a Departmental Committe, similar to this, said, "Shortness of sentence gives insufficient time to produce "any useful result." Whatever improvements this Departmental Committee may recommend, unless we have the law altered so as to introduce the most important and essential element, of time, into our educational system, I believe almost every other arrangement will be in vain.

4654. Do you really expect education in every case to effect the reformation of a man?—Certainly not, but it is an important element.

4655. As a means of reformation?—Yes.

4656. (*Mr. Merrick.*) With reference to that statement, what training could you give to a woman who was sent to prison for five days, for getting drunk?—No training at all—she may have come into prison hundreds of times—no educational system in prison could instruct a woman who was sentenced for so short a time.

4657. (*Chairman.*) How far do you propose the limit of four months should be reduced, to what sentences would you give education?—I think we might have some kind of educational influence over all the prisoners. I quite agree with the recommendation of the Departmental Committee of last year that it should be extended to all prisoners, however short the time. In so far as the present system goes I am not surprised that the practical administrators of prisons have found it necessary to make that rule of four months. In the Dutch prisons the limit is three months—they do not pretend to give any regular instructions to prisoners for less than three months.

4658. The four months was laid down in this Committee in 1879 because it was supposed then that for less than four months it was useless to begin teaching prisoners—you could not teach him in his first month—the question is whether it is worth while to teach prisoners with a sentence of less than three months?—I do not think it can be of much use to teach them but still you can do something even in a short time.

4659. Would you propose to reduce the limit to three months?—I do not propose any fixed limit except suggesting a general principle that we must have the element of time for any development, and unless we have a very gradual cumulation of sentences, I do not see how we can introduce the time element.

4660. One way you think it necessary to extend education would be to give more time to it?—Yes.

4661. A longer sentence?—Yes; for instance, supposing we had some graduation of sentence, supposing for ordinary misdemeanours a person has been sent to prison for a day or two, and that should gradually accumulate to a fortnight or a month by small increments—it would allow time for introducing the elements both of deterrence and instruction.

4662. As regards the education given now. You think it is desirable to find more time?—Yes, and we should not have too rigid rules—some prisoners are totally ignorant and require to have some time taken out of the hours of labour—it is a very important element of prison discipline to reform and alter the disposition of prisoners. I think there was one weak point in the instructions of Sir Richard Cross to that Departmental Committee, when he said that the primary object of the sentence under which the prisoner was suffering, was its deterrent effect. I should venture to

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even differ from Lord Cross in saying that deterrence is the primary object. I should think the reformation of the prisoner is the primary object.

4663. You are, I think, very strongly in favour of cellular teaching in prison?—Yes; but I do not believe in the mere solitary system. I think in our English prisons we have approximated too much to the solitary principle.

4664. Are you acquainted with the standards used in prison now?—But little; I would suggest that another most important point is to employ educated educators; your present instructors are a very uneducated body.

4665. Are you speaking generally?—Yes, because they are nearly all warders.

4666. Perhaps you are not aware that at Wormwood Scrubbs, where we have the largest class for education, the senior schoolmaster is certificated?—I am very glad that that is so. I was aware that more attention was paid in the convict service.

4667. (*Major-General Sim.*) Of course you have constant communication with the prisoners when they come outside?—Very little; we do not encourage complaints from prisoners; it is a mistaken idea that we do.

4668. Is that the opinion of the prisoners themselves about the schoolmaster warders; do not they appreciate them?—I do not for a moment wish to say that they do not appreciate them. If you have a given system of education you must have men who are well trained for it; the prison warders at present are not so.

4669. Do you know that every such warder is examined by the chief inspector of schools?—Is that so? When you consider the extreme peculiarity of prisoners you want to have a good intelligence rather above the average to deal with such.

4670. In which stages?—In all stages.

4671. Even for an illiterate man?—It is not merely instruction; you want weight of character and of influence. You want men who will raise them and command their respect.

4672. (*Mr. Merrick.*) You demand that he should have two qualifications, one educational and the other moral?—Yes.

4673. (*Chairman.*) Now there is another point, and that is whether it is desirable to introduce a system of giving lectures?—Yes, very desirable. I think I recommended that before the Departmental Committee. There are lectures given in many of the foreign prisons, as for instance, in Germany: the prison officers consult together almost every week; they are more of the nature of moral lectures, but they do give them. In America this sort of thing is carried out to a large extent; they have professors who come from the universities and colleges.

4674. Can you say whether it is a success?—It cannot but have the effect of raising the prisoners' minds. Just to show how far we are behind, I have here three papers which are edited, published, and printed in American prisons. These show how go-a-head our American friends are, as regards some points of educational development. Their motives are exceedingly good, but I think they carry these things too far.

4675. (*Major-General Sim.*) Is there any good comes from it?—There must be in many cases. My objection to the Elmira system is because of the general indulgence of the prisoner. That is the weak point in America. They are allowed to read any amount of newspapers and novels.

4676. I suppose you mean that, although it is desirable to try other means of moral reformation, you must not lose sight of the discipline?—Just so.

4677. (*Chairman.*) This question of lectures is not a new thing; 30 years ago lectures were given at the convict prisons?—The advantage of lectures would be that many prisoners who cannot read, and especially some of these short-term prisoners, might get some good ideas from plain-speaking lecturers coming in. You would be able to put more instruction into a very limited space of time.

4678. Would you give them to prisoners generally, or selected?—Generally, I think.

4679. In the chapel?—I do not see why you should not make a good use of it. In Belgium, where they are Catholics, they do not object to using the chapel for instruction, and I think in some other Continental prisons. I do not see why we should not use our chapels for instruction and lectures.

4680. Have you any suggestions to make as regards moral instruction?—I take it that the chaplains are the best means for moral instruction. I think it was suggested many years ago that there should be lectures on temperance given. That comes under the head of lectures on morality. There might be lectures on purity and various other subjects.

4681. (*Mr. Merrick.*) Thrift and perseverance?—Yes. In that way, even with the present short sentences, you would be able to give more instruction than you could in ordinary book teaching.

4682. You want a very apt lecturer, do not you?—I do not think so. I think such lecturers as would be found in most of our good schools. I think there would be an abundance of material found, both ladies and gentlemen. I should decidedly recommend the influence of ladies. I think if you had some intelligent high-toned ladies to come, it would cheer up and raise the tone of the officers as well as the prisoners. If you have not any local ladies suitable, you might send them down from London, and also lecturers. If it tends to diminish crime and raise the morale of the prisoner it would be very economical. There should be more regularity and system. At present we have got into great irregularity.

4683. (*Chairman.*) Of course you must know in small prisons it frequently happens that there are no prisoners for education at all, and in these cases there is no regular teaching staff appointed?—Yes, it was mentioned before the Departmental Committee last year that there are no special reports made of education in local gaols—it is very desirable that there should be tests and regular reports. Someone has suggested that a special educational prison inspector should be appointed—that you might have an inspector who should give his whole time to that particular branch. It has been suggested also that the governor might be required to give reports generally on the education, but I think it would be better to have a special inspector. There are several minor points that I would venture to call attention to—that more teachers are needed and that the office of librarian in large prisons should be separated from that of the schoolmaster. For instance, it was mentioned that at Salford, with 700 men, there was only one schoolmaster, and in such a prison the regulation and care of books is what takes the time. That raises another point. An educated prisoner told me that in the prison where he had been, he wanted an atlas to use with his reading book, but could not get one. I would suggest that there should be no hard and fast rule that a prisoner can only have one book.

4684. (*Mr. Merrick.*) There is no rule preventing his having it?

(*Witness.*) With regard to the point about cell instruction and classes, there is a very great division of opinion. I am glad that Mr. Cross, in his instructions to that Departmental Committee, prescribed the separation of prisoners as an object to be carefully attended to. The Committee last year recommended the class instruction in prisons on the special grounds of the conclusions of the Royal Commission in Ireland. Last year I was over in Ireland, and in going over Mountjoy Prison I was informed that formerly the convicts there were wholly taught in class, but orders came that they should be taught in cells. In what I consider the best prison in the United States, the Philadelphia State Prison, they have neither chapel nor schoolroom; all the instruction is in the cells. There are, however, gentlemen of good position who go round to help the education. They ask the prisoner what sums and what reading he had done, look at his work, give a few words of stimulus to help the man to study in his cell; it has some disadvantages I admit, but it also has advantages.

4685. (*Chairman.*) You mean that they act for the men much in the same way as lady visitors act for the women?—Yes, they never have any instruction but cellular instruction, with this exception, that they have a religious service once or twice a week. In each wing the door is closed, and some religious instruction is given, the cell doors being partially thrown open.

4686. (*Mr. Merrick.*) Would you consider that close association if the scholars were sitting three feet apart? I like the idea of separate boxes; otherwise, if you have the prisoners merely separate, it would be very desirable to have some classification; at present with cells you can have all manner of communication.

4687. In these cases the scholars have been close together?—Probably. I would suggest more variety of study when there is time for a regular course, for instance, in Sweden they introduce the Sloyd to a large extent and teach the use of tools—teaching Sloyd as distinct from prison industry is a very material and important part of instruction — if you are teaching the use of tools you are preparing them for learning a trade. In the Belgian prisons they introduce drawing and geometry. In the Italian prisons they have drawing, music, and agriculture; they are a much more agricultural people there than manufacturing. At Rome they have a central training school for the prison officers and warders of Italy; they have 250 male officers under instruction.

4688. Do you mean for educational purposes?—Yes; it is a sort of prison officers' college. In France they have officers' schools in most of the large towns, and then they select from the officers who have passed a certain examination and send the best up to Paris for half a year, and they are taught a number of subjects; from these officers they select men for the best posts in the French prisons. In Germany, although the Germans are great disciplinarians, yet there is a great deal more liberty of discussion and action amongst the prison officers than in England; they have annual meetings once a year of the prison officers, for discussions and examinations, and they also publish, about every month, a journal of 100 pages; very intelligent papers appear in this journal, and it is circulated all over the prisons of Germany. There is, I think, much more *esprit de corps* among the German prison officers than among our own. Yet it is a curious thing that with all these advantages that some of these countries have, we get the best results as regards the diminution of crime. In America crime is increasing rapidly, so that we are on the main line of safety; but for all that, I think we can with advantage, without lessening our deterrent influence, do much to raise and to brighten up the educational department of our prisons. I heartily hope that the result of this Committee will be to secure that. I was told last year at the Paris Prison Congress by one of the American prison governors that in Elmira Prison, the educational training is regarded as a great deterrent; they are obliged to attain certain progress to get their release, and that, by the lazy and stupid prisoners, this is felt to be a deterrent influence. I was told that they really dreaded Elmira because of its educational status!

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4689. You would make it compulsory?—Yes.

4690. Would you make it part of the prison discipline?—A man in order to work himself out of prison should work himself up educationally.

4691. (*Mr. Merrick.*) You make it a matter of the first importance in the prison régime?—It is rather a difficulty to say what is the first; for there are various influences. What I mean to say is, that the educational influence is a very important one; at the same time it should never be so used as to relax the deterrent influence.

4692. The first as discipline?—No, not as first, but we should look at the fact that the great majority of our prisoners are weak-minded; we have to look on them as patients to a certain extent. But in America they have a most mischievous absence of the necessary deterrent influence.

Schoolmaster J. HEPWORTH called and examined.

Schoolmaster J. Hepworth.

4693. (*Chairman.*) Mr. Hepworth, you are schoolmaster at Borstal?—Yes, the senior schoolmaster.

4694. What experience have you had?—Thirty-one years.

4695. At what prisons?—First at Wakefield for two years on the convict side, then I went to Chatham, and I have been at Borstal 18 years.

4696. What is your opinion of the present system of education as carried on in convict prisons?—It is a rather wide question. I think it answers so far as enabling prisoners to read and write, and do a limited amount of cyphering; in most cases they get enough reading to be able to read a newspaper.

4697. Do you think it is satisfactory?—I think it is, as far as it goes.

4698. In what respects do you think it might be improved?—Perhaps by a little more time.

4699. You think sufficient time is not given to it?—I think a little more time should be given, in summer especially.

4700. Have you any clear ideas as to how to find more time?—I think there would be great difficulty in regard to the discipline.

4701. Have you any suggestion to make as to how more time can be found?—I do not quite clearly see under the present discipline arrangements that more time can be found without interfering with the discipline and the labour.

4702. How many schoolmasters have you at Borstal?—Two.

4703. What are your hours of duty—what time do you come on duty?—One morning we go in for early prayers at 10 minutes to 7.

4704. You take that in turn?—Yes.

4705. Week by week, or daily?—Daily.

4706. Take to-day—suppose you came on early duty?—I should remain till 11, and then come in again about 20 minutes to 6.

4707. What do you do between 7.15 and 11?—We have the whole of the correspondence, and of course the library books and school books to keep in order, and to issue the library books.

4708. When you come in on early duty what time does your colleague come on?—At nine.

4709. Are you both engaged in examining the library books?—We issue the library books from 9 o'clock till about 10.

4710. Does that go on every day in the week?—Only the first two days in the week now that two halls only are occupied.

4711. On other days you have not that duty?—We have the changing of the religious books.

4712. And the books of moral instruction?—They are changed monthly.

4713. You come off duty at 11 o'clock?—Yes.

4714. Do you keep a register of the prisoners' letters?—Yes.

4715. And you have to assist prisoners in writing petitions if necessary?—Yes.

4716. I suppose that does not happen very frequently?—No.

4717. You come on duty again about 5.30?—Yes.

4718. That is for the purpose of giving education in classes in the afternoon?—Yes.

4719. What time do you get off duty?—About 6.30.

4720. Do you go in on Saturday at all?—Yes, till 12.

4721. Never on Sunday?—No, but my colleague goes always on Sunday.

4722. He plays the harmonium?—Yes.

4723. He is paid for that?—No.

4723*a*. When he goes in on the Sunday he gets the Saturday off instead?—Yes.

4724. It is made up to him?—Quite so.

4725. Is your education entirely given in classes?—Yes, entirely in classes.

4726. In the hall in the evening?—Yes.

4727. Just tell us how much education they get in the summer and in the winter?—In the summer at present they get forty minutes.

4728. How many prisoners have you for instruction?—Only about 20.

4729. Twenty out of a population of 250?—Yes, about one-tenth is about the usual school list.

4730. The others educate themselves?—Occasionally we help them.

4731. And in the winter?—They get the longest time then, 1½ hours.

4732. (*Mr. Merrick.*) Once a week?—Twice a week.

4733. They go three hours in the winter—how do you get that?—We commence school at 4.45, we get just

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about 1½ hours, I think that is quite sufficient at one time; it is as much as the men care for, or profit by.

4734. Do you think the dinner hour might be utilised for the purposes of education?—I think it would be extremely unpopular with the men.

4735. What are your reasons for thinking so?—I think the men like to have the dinner hour to themselves. Another great objection would be that very many of them go down to see the doctor and the governor in the dinner hour. Cellular teaching from my experience is not of much use.

4736. Where had you experience of it?—At Wakefield we had both, and I always thought that the class teaching was the only part that really did any good.

4737. Do you think the prisoners get better results and gain more information in class?—I think so; they have the advantage of hearing the others read and the corrections of the other men.

4738. Is that an advantage?—I think it is a decided advantage.

4739. Do not you think they would profit more by the individual attention of the schoolmaster?—Yes, if the schoolmaster could give them individually the same time as they get collectively in class.

4740. Do you see any objection to keeping back men for instruction for an hour after dinner?—I do not see any except so far as the prisoners themselves are concerned, and the possible effect on the discipline; we should be locked in the hall, and there is only one officer in charge of the hall.

4741. (*Major-General Sim.*) Have you a key?—No.

4742. Neither ward key nor hall key?—No.

4743. (*Chairman.*) Has that ever been found a disadvantage?—A very great disadvantage at times in carrying the books and letters; we have to hunt for an officer unless we go just at the time the halls are open.

4744. It would be more advantage to you to have a hall key than a cell key?—Yes.

4745. In the evening could anything be done after 6, for instance?—We remain there till 6.30.

4746. After that time?—That would interfere with the officers—it would keep back a number of officers.

4747. Supposing that could be arranged for, do you think it would be desirable?—Well, I think it is extremely doubtful whether much more than an hour would be of any great service—we find that they begin to flag—you see they are not voluntary scholars, they come out under compulsion.

4748. Do you ever find that men feel it irksome by reason of being tired after a day's labour?—No, I cannot say that I do.

4749. Do you think they appreciate the education?—Many of them do, some of them do not.

4750. (*Hon. Mrs. Talbot.*) Do they often ask to be excused?—Occasionally, but not very commonly.

4751. (*Chairman.*) Your classes are held in the hall?—Yes.

4752. How many in a class?—About 20—it varies from 20 to 30; we have more prisoners sometimes than at other times.

4753. Both the schoolmasters are at work at the same time with these classes?—Yes.

4754. How many men each?—10 or 11.

4755. Is there a discipline officer told off?—Yes.

4756. (*Mr. Merrick.*) Do the men sit close together?—They sit about 3 feet apart.

4757. Do you classify them at all according to age or offence?—We only classify them educationally.

4758-9. There is no attempt at classification according to prison character or crime?—No, it would not be much use.

4760. Do they ever get reported?—That is a very rare thing indeed; we certainly have not had a report for years.

4761. Your prisoners at Borstal are rather better behaved?—I do not know; they certainly are better now than they used to be.

4762. In your experience the general conduct of convicts is better?—I think so, decidedly.

4763. Do you think it is because they are more kindly and humanely treated?—Yes; I think 25 years ago humanity was at a discount.

4764. (*Hon. Mrs. Talbot.*) How long would it take a man to get into the 2nd standard?—That varies very much according to the individual, but the average of them would get into the 2nd standard in 12 months. I noted one case before I came of a man who commenced with 0 0 0, and who went out in the 6th standard for reading, 4th in writing, and 4th in arithmetic. He had had about 14 half-yearly examinations. If you take a national school they have 24 hours a week for 12 months in order to get one standard, whilst we have only three hours a week, so that our chances are not at all comparable.

4765. (*Chairman.*) You are a certificated schoolmaster, I suppose?—Yes.

4766. Have you any views as to wearing uniform?—I have very strong views against it. I think it would simply mean that the schoolmaster would come down in the estimation of prisoners and officers too.

4767. Do you think the prisoners have more respect as it is?—Yes, it separates us altogether from the discipline element; if we had discipline clothes on at all, we should be looked upon as part of the discipline department.

4768. Have you any discipline duties of any kind?—No.

4769. If you had to report a man would you call upon a discipline officer?—Yes.

4770. Have you a good supply of books?—Yes, very fair.

4771. How often are they changed?—Once a week.

4772. Does a prisoner get his book changed if he applies between times?—No, we should not unless there was some good reason.

4773. (*Mr. Merrick.*) How many books have you in your library?—I could not say off-hand; I should think about 1,500.

4774. How many prisoners have you?—About 240. In addition to the library books they have the school books in their cells; each man has nine books in his cell.

4775. (*Chairman.*) Including the devotional books?—Yes.

4776. What would the others be?—Geography, grammar, and arithmetic, and science of various kinds—technical books.

4777. These are books of instruction?—Yes.

4778. And one library book?—Yes, and one extra religious book; moral instruction books.

4779. How do you separate moral instruction books from library books?—Those are the books we look upon as strictly religious.

4780. How do you differentiate the two?—By placing them under letter R. We look upon all books of distinctly moral or religious character as belonging to the religious side of the library.

4781. (*Mr. Merrick.*) You said that you had nine books in the cell, three devotional books, one moral instruction book—what are the other five books?—There is the library book, and then we allow them a geography, an atlas, a history book. We do not pitchfork these books into their cell. We ask them what books they would like to have.

4782. (*Chairman.*) Do you examine the prisoners as to their attainments?—The chaplain always.

4783. You never do?—No.

4784. (*Major-General Sim.*) You take a great deal of interest in this distribution of books, it gives you the opportunity of knowing something about the prisoners?—Yes.

4785. (*Chairman.*) Have you ever considered the question of giving lectures to prisoners?—Yes, we have talked the matter over and thought a good deal about it, we think it might be introduced with considerable advantage to the men.

4786. Have you ever had any experience of lectures?—No, not with prisoners; we used to have classes in the chapel at Wakefield.

4787. But I mean lectures on secular subjects?—It has been outside our duties altogether.

4788. Would you give these lectures to prisoners generally, or would you have them selected?—I should exclude the lower class men from coming to these lectures, as being unsuited for them.

4789. Would you make a certain standard a test of qualification?—Yes.

4790. What standard would you take?—No men below the fourth standard ought to be permitted to attend, because they would not be able to profit by them.

4791. Supposing these lectures were given generally, you would have to give them in the chapel?—Yes.

4792. Who would you propose; do you feel yourself capable?—We do it in the city; we both have a considerable amount of experience in lecturing.

4793. On what sort of subjects?—Mine are principally natural science, and technical subjects too.

4794. What time could you suggest as being the most convenient for these lectures?—I think the only time would be during the ordinary school hours. One of us would be engaged with the lecture while the other was teaching.

4795. If the prisoners were selected you would have comparatively few; out of the number of 20 you would not have very many qualified; the majority would come out of those not being educated?—We should be able to draw from the whole body. I should suggest, at all events, that attendance should not be compulsory; the men should be allowed to apply.

4796. May I take it that out of that portion of 240 all the remainder are qualified up to Standard IV.?—Yes, I think so, because men up to Standard III. have passed out of school; we bring every man that is not out of Standard III. to school.

4797. Do you go on teaching up to Standard III.?—If a man wishes to remain. We think that when a man can read a fourth standard book he can help himself.

4798. It has been suggested to us that it might be a very desirable thing to concentrate this education on convicts during their nine months' separate confinements. If that were done they would require much less teaching in convict prisons; have you ever thought of that?—I should think it would be desirable, but in the nine months you would not be able to do sufficient work to take them very far.

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4799. The opinion has been given that during that nine months the convict is generally more amenable to all influences of that kind than at any other time, and that he would learn a great deal more?—I still think the time would be very inadequate.

4800. How long does it take a prisoner to pass the first standard under the present conditions?—I should think it would take a man four or six months to pass one standard.

4800*a*. So that in nine months he might get into the second standard?—Yes.

4801. And you would be relieved of teaching him the first and second standards when he came to the convict prison; would not that be a help?—Yes, I think so. I think it would be a decided advantage to have more teaching in the nine months.

4802. You would prefer to have continuous hours during the day?—I think perhaps on the whole that would be preferable; of course they are very broken now.

4803. (*Mr. Merrick.*) You distribute the books to the prisoners while they are away at their work?—Yes.

4804. That really means that they have no choice of books?—Except so far as when the men come we ask them to write on their slates what particular book, or class of book they would like.

4805. You have never had any experience of dealing with local prisoners?—No.

4806. Do the prisoners regard education as a privilege or as part of the prison discipline?—Many of them look upon it as a privilege, some of them look upon it as a disciplinary matter.

4807. You said you thought it might be improved by having more time, do you mean having more lessons a week or a longer time for each lesson?—A slightly longer instruction, the lessons might be an hour at all events; I do not think that extending them very much would be a great advantage.

4808. (*Major-General Sim.*) It would mean bringing them back from their work earlier?—Yes, and that would of course be a serious difficulty.

Miss S. A. Walker called and examined.

Miss S. A. Walker.

4809. (*Chairman.*) Miss Walker, you are matron at Preston?—Yes.

4810. And formerly you were schoolmistress?—Yes, at Walton, Liverpool.

4811. And you had some considerable experience of the working of the prison system of education?—Yes, 16 years.

4812. What is your general opinion, do you think it is satisfactory?—My earlier experiences were of that description.

4813. Have you had cause to change that opinion?—Yes, I joined the service in 1873, and my first 5½ years were as a discipline warder, after that I was transferred to the staff of teachers upon the retirement of the senior teacher.

4814. You had no disciplinary duties then?—No. I was returned as "warder acting teacher," and in that capacity I remained about five years.

4815. You were really discipline officer acting as schoolmistress?—Yes, when appointed, was in receipt of the additional 12*l*. per annum.

4816. I suppose when you were promoted to be warder, you came upon the government scale of pay?—Yes.

4817. I want to ask you if you consider the present system of education as carried on as satisfactory, and if the results are satisfactory?—The work so considerably increased, that when called upon to undertake discipline duties, I could not devote the time that was required for school duties.

4818. How many had you for education at Walton?—I left about 20. I have had 70.

4819. Out of a population of what, 300 or 400?—Yes.

4820. What discipline duties did you perform in addition to teaching?—Alternate Saturdays and Sundays I took ordinary discipline duties; during the week time I had charge of all the books.

4821. What actual time did you get in for teaching?—I do not think more than two hours a day.

4822. (*Major-General Sim.*) Saturday there was no teaching?—No.

4823. About seven hours a week?—Yes.

4824. (*Chairman.*) I should like to know from your experience of working the system whether you think it is capable of improvement?—I do.

4825. In what respect?—I should like the teacher to have more time given to her; she would have a better opportunity.

4826. Do you mean in the way of longer lessons?—Yes.

4827. More frequently given?—Yes.

4828. And free from discipline duties?—Yes.

4829. Can you suggest how more time should be given without interfering unduly with the hours of labour?—In a large prison like Walton I would suggest that the teacher should be entirely relieved from discipline duties.

4830. But you only had 20?—Yes, the numbers were low, but then the work of the books was a very great one.

4831. The work of the books was in the schoolmistress's department?—Yes; it always had been.

4832. Are you a certificated teacher?—No.

4832A. You were a pupil-teacher for a time?—Yes.

4833. (*Chairman.*) Does the schoolmistress at your prison have a key?—Yes, she takes part in discipline duty.

4834. What discipline duties does she do?—She attends to the doctor, and has charge of the prisoners in hospital.

4835. Does she attend to the doctor on his rounds?—Yes.

4836. Does she attend the chaplain?—Yes.

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4837. Does she take her turn at evening duty?—Yes.

4838. She takes alternate Saturday and Sunday?—Yes.

4839. Is all the teaching cellular?—Yes.

4840. Which do you prefer?—Cellular. I found I had far more influence dealing with them alone.

4841. They made greater progress?—They did.

4842. Do you think they appreciate the education?—Yes.

4843. Do you think they look upon it as a privilege?—I think most of them do; I think generally it was appreciated.

4844. (*Major-General Sim.*) Do they come back very often to prison?—Some of them.

4845. Do you think you made any impression upon those who did not return? How far is it a means of reformation?—We had some cases which we certainly never saw again.

4846. Had you many illiterates at either Walton or Preston?—There are not many at Preston now.

4847. What are they at Preston, chiefly manufacturers?—Yes.

4848. What are the bulk of the women who come in at Preston?—Mill hands.

4849. Most of them are town people?—Yes.

4850. What do they come in for chiefly?—A great number for drunkenness.

4851. (*Chairman.*) Mostly short sentences?—We have about a dozen at present in for 12 months. Proportionately there are more high sentences at Preston than at Walton.

4852. Have you ever considered the question whether lectures could, with advantage, be given to prisoners? I like to take a hopeful view of things. I think some would be benefited.

4853. (*Major-General Sim.*) What sort of lectures would interest them?—I think lectures on home industries, they are often very ignorant of domestic work.

4854. You think they would be interested?—Yes, I have often thought that little opportunities of talking to them about sewing and cooking and such things would be really helpful to them.

4855. (*Chairman.*) Is the education given at Preston now by the schoolmistress taken out of the hours of labour?—Yes, it is.

4856. It must be taken out?—Yes.

4857. (*Major-General Sim.*) What is the chief industry, laundry work?—Yes, a fair amount of laundry work. We are now commencing a new industry, *i.e.*, making soldiers' pillow slips.

4858. (*Chairman.*) Do you think prisoners would object to being instructed during the dinner hour?—Some years ago I took upon myself to impart tuition during the dinner hour. I never found them object to it.

4859. (*Major-General Sim.*) You were then a discipline officer?—I was discharging the duties of warder-schoolmistress.

4860. They would consider you as a discipline officer?—Yes, they did.

4861. (*Chairman.*) If the dinner hour could be utilized it would add considerably to the time that might be given to education?—Of course it would.

4862. Could anything be done in the evening?—No, I do not think so.

4863. What do they do after six?—They have a certain task.

4864. You think it would be undesirable?—I think so.

4865. (*Mr. Merrick.*) It has been suggested to us that the devotional books should be considered a part of the cell furniture, and that the wardress should have charge of these books instead of the schoolmistress. What do you think of that?—It would certainly considerably lessen the teacher's duty, but in a large prison like Walton they could not always confine Roman Catholics to one part, and it might be rather awkward.

4866. (*Chairman.*) The object is to effect some relief in the work of carting these books about?—That would be a considerable relief, certainly.

4867. (*Mr. Merrick.*) Do you think it would be desirable or not?—I feel I can hardly give you an answer on that point.

4868. You have had experience in both ways?—I have.

4869. What duties do you think the schoolmistress should be called upon to perform?—In a large prison, I think, her duties should be the care and custody of the books, attendance on the chaplain, teaching of prisoners, and correspondence.

4870. Do not you think it is very properly a part of their duty to look after the prisoners if they cannot write?—Yes, if they have time to do it.

4871. How many books have you in circulation?—I should think about 300.

4872. How many prisoners eligible for the use of a library book?—I should think 150 at Walton, including prisoners awaiting trial.

4873. What progress did your scholars make in the course of a year—would they go up a standard?—Yes, even in six months some passed from Standards I. to III.

4874. Do you think women are more apt to learn than men?—I have no experience of that.

4875. What tests did you give in arithmetic?—The chaplain always examined them.

4876. Do you think the prisoners regard school as a matter of discipline or privilege?—I think as a privilege; it was very rare that I had any trouble with them.

4877. I suppose those who objected were those who could not read or write?—No; among those who had frequently served short sentences when convicted for a long term, sometimes I found were rather averse.

4878. (*Chairman.*) Do you approve of the present limit of four months?—I think three months would be better.

4879. (*Major-General Sim.*) You might give them two months' instruction?—Yes.

4880. (*Chairman.*) Do the prisoners in the infirmary get books?—Yes.

4881. They have no special advantage in the way of changing?—I frequently change their library books.

4882. (*Major-General Sim.*) As often as they like?—Yes, I have changed them sometimes three times a week.

4883. (*Mr. Merrick.*) Do you think the schoolmistresses should wear uniform?—Under the Corporation they wore a distinctive uniform.

4884. Do you think it is desirable that they should wear a distinctive uniform?—Yes.

4885. Do you think some of those taught in your school might use their instruction after they had regained their liberty?—Yes.

4886. When a scholar reached the fourth standard did you exclude her?—Yes, when they pass the third standard.

4887. (*Chairman.*) I think you said you joined the service in 1873?—Yes.

4888. From your experience of the general run of prisoners, do you find any marked difference now?—Yes, I do, although there are still a number who cannot read or only a little; these seem to have escaped school through travelling about from place to place.

Schoolmistress Miss M. Brine.

Schoolmistress Miss M. BRINE called and examined.

4889. (*Chairman.*) You are senior schoolmistress at Wormwood Scrubbs, Miss Brine?—Yes.

4890. How many years' experience have you as schoolmistress?—On the 15th April I shall complete 19 years; five years at Woking, five years at Fulham, two and a half years at Millbank, and the remainder at Wormwood Scrubbs.

4891. What is your general opinion of the working of the prison system of education; is it satisfactory?—I think it is on the whole. They make very extraordinary

progress sometimes. Some of course make very little.

4892. On the whole you think it is satisfactory?—Yes.

4893. Do you think it might be improved?—Yes.

4894. Do you think any alteration or extension is required? Is sufficient time given?—That depends upon what is wanted. If you require them to read fluently, to write a letter, and to do simple sums, I think what they have is sufficient. Of course if we had class teaching we could do very much more.

4895. You are in favour of class teaching?—I am in some respects. It is so very difficult to keep them in order. That is the objection to class teaching for women. It is so difficult to keep them from talking. At present we have no class teaching. We had at Fulham, and we had once a week at Millbank. Maintaining discipline is the great difficulty, the great objection to class teaching. On the other hand, I think they would make more progress.

4896. When they get into a higher standard, would they then profit so much by class teaching?—No, I do not think they would, perhaps. In learning to read by all means let them be in class. If you have an hour to give them you can allow some of them to write while you are attending to the others, and therefore they would have half an hour's writing, and you could not possibly give them half an hour in the cell.

4897. Supposing it were desirable to find more time for this, do you think the dinner hour could be usefully employed?—I do not think that would be at all a good plan. The women come in very tired, and I do not think we could command their attention.

4898. Do you think the women would object?—Yes; I do not think they would approve of having the dinner hour encroached upon at all.

4899. Could the evening be made use of at all between 6 and 8?—I do not know. We have not given that a thought.

4900. (*Major-General Sim.*) Now of course you have to catch them when you can?—Yes. They would have to give up some time.

4901. (*Chairman.*) The teaching now interferes with the work?—It is so very little. I do not think it does.

4902. Does it come out of their hours of labour?—Yes, but I do not think it interferes with the work. They like the teaching, and they will make up for it. I do not think the work suffers in the slightest.

4903. The education now given is given in the hours of labour, which is not in accordance with the Act of Parliament?—Yes.

4904. Do they make up any of their labour during the dinner hour?—I think they do.

4905. Take the case of a prisoner who has finished her task between 6 and 8—she is now reading or doing nothing—might not that time be made use of?—I think they are very tired. I do not think you would get their attention. I do not think it would be a good time. I think the dinner hour would be better than the evening.

4906. At present a prisoner has one and a half hours in her cell, and the dinner is done in about 10 minutes, and therefore there is, at all events, a clear hour which it has been suggested might be made use of; do you see any objection to that?—Not personally at all.

4907. Would you apprehend any difficulties or danger from the staff being off duty during the dinner hour?—I do not know; we have our keys taken away from us now, so that there is only one officer patrol in the hall.

4908. Does the chaplain visit during the dinner hour?—No, not on the female side.

4909. (*Major-General Sim.*) One of the witnesses told us that she used formerly to visit during the dinner hour, and found that the best time?—We cannot do that, because all keys are taken away.

4910. (*Chairman.*) I want to know how far it is feasible or desirable?—I hardly know what to say.

4911. Have you any views as to schoolmistresses wearing uniform?—Yes, I have.

4912. What are they?—I think it would be very much better for them not to wear uniforms, or at least to wear a distinctive uniform; they cannot command that respect from the prisoners given to those out of uniform.

4913. You would like to separate them from discipline duties?—Yes, entirely if possible; certainly the night duty.

4914. That has never been regarded as active duty; of course if they were relieved of discipline duties they would not be called up?—No, of course not.

4915. Do they take their turn at escort duty?—The assistant mistress does escort duty, but does not go to the court.

4915*a*. She takes her alternative Saturdays and Sundays off like the other officers?—Yes.

4916. (*Mr. Merrick.*) What does she do on the Sundays when she is on duty?—Takes charge of the ward.

4917. It is purely discipline duty on Sundays?—Yes.

4918. Have you considered the question of giving lectures to prisoners?—Not at all, because I have only now heard of it. I should think it would be very excellent in the case of convicts, but not at all necessary among short term prisoners, where they have plenty of library books, I should think it quite unnecessary.

4919. Do you agree with the present four months' limit of sentence?—No, I think the great time to get them to learn is from the commencement of their sentence: you can do more with them during that first month than at any other time.

4920. (*Major-General Sim.*) The lectures were intended to be given to all prisoners as a means of improving them intellectually?—I have been thinking since you asked the question—what would you lecture upon?

4921. Say thrift, economy, temperance—those sort of subjects treated for a quarter of an hour.

4922. (*Mr. Merrick.*) Home management with women? (*Witness.*) I think that would be very excellent.

4923. (*Major-General Sim.*) You do not teach the illiterates at all—there are a certain number that you cannot teach at all?—There is one thing—they should have a little religious teaching.

4924. Would there be any objection in giving it in that beautiful chapel we saw? Of course it would be a great advantage to give it to everybody, and the chapel is the only place?—It is such a huge place, and such a bad place for sound.

4925. (*Mr. Merrick.*) Suppose Miss Brine gave a lecture on "Home management"?—It is such a difficult place to speak in, and it hardly seems to me quite the thing to give lectures in a chapel. I should not be in favour of that. If you had a room, I should say it would be very desirable. I think lecturing would be doing away with the sanctity of the chapel.

4926. (*Major-General Sim.*) Suppose you gave it only to a select few—who would you select?—That is a very difficult question. I do not know how you would manage that, because, as you say, it is the most ignorant that would require it most; it would never do to make a division; it would cause great dissatisfaction.

4927. Unless you had a room which contained only so many, and you gave a room-full and then another lot?—We have two cells knocked into one; the workroom would be the best place.

4928. Your corridors are very wide?—Yes, they are very large, certainly. I think that the workroom would be the best place.

4929. Would that take the whole of the women?—No.

4930. Half of them?—I do not think it would take more than 70—the lower or repairing room is better.

4931. Supposing there were 70 in there, would you be able to keep order?—I could. I should not like to take the responsibility entirely alone. I should not like to be answerable for the discipline.

4932. You would want two discipline officers in?—Yes, quite two; possibly three.

4933. (*Mr. Merrick.*) Do you think the women would appreciate it?—I am sure they would.

4934. They would not regard it as irksome?—Quite the reverse.

4935. A great deal depends upon the subject and the lecturer?—Of course that would be a difficulty, to get good lecturers.

Miss Brine.
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4936. Do you think that the secular education should be treated as part of the discipline of the prison, or as part of the privileges?—As part of the privileges, I think.

4937. How do the majority of prisoners regard it?—The majority as a privilege. We have occasional cases where they resent it; we have a case now of a girl of 18 who says she never could read, and she cannot learn now.

4938. You have a large supply of library books?—It seems to be large, but it is not really so large as you imagine.

4939. How many books have you?—Roughly speaking, I think we have about 500. We have just been overlooking them, and a great number have been condemned, because we have been receiving old books from six or seven other prisons. They have got worn out, and therefore the number of books condemned seems large.

4940. How many prisoners available for library books?—I should think 200.

4941. About 2½ books to each prisoner; is that enough?—No.

4942. How many would you recommend that they should have?—Double that, really.

4943. Do you remove the fly-leaves?—Yes, always.

4944. It has been suggested to us that the devotional books—Bible, prayer book, and hymn book—with the slate, should be regarded as part of the cell furniture, and should be under the charge of the wardress instead of being under the charge of the schoolmistress; would you approve of such a change?—It would save us a great deal of work. The only thing is, who is to be responsible for these books in case they were torn or damaged? I think it would be a very good plan.

4945. For what reason?—Because I think there would not be that daily work of giving them out—which adds very much to our work.

4946. It takes you away from the legitimate teaching work?—Yes, very much.

4947. At present no one is elegible for school instruction unless they have a sentence of four months; do you think it should be reduced to three months? I think what you would like is that if the chaplain says they are eligible for school instruction they should receive instruction?—At once, because they would learn more in that first month than in two or three afterwards.

4948. (*Chairman.*) How many would that add?—Of course it would add to the work considerably.

4949. I suppose that would probably mean an increase of the staff?—No, I don't think so.

4950. (*Mr. Merrick.*) If the devotional books were removed to the ward officers' charge and then you had this accession of teaching, the matter would about balance?—No!

4951. You would give all those who were in for three months the opportunity of being instructed, and begin at once?—We have a great number of three months' sentences, and they would add so very much to the work.

4952. If the three months' limit were given it would practically be all your prisoners? You would remove all restrictions as to sentence and give an absolute discretion to the chaplain and governor?—No, I don't think that—what I am so very anxious to see is that a woman who has a sentence of four or six months should begin her education in the first stage—if we gave the instruction to the three months' people I am afraid that would add so very much to the work that we could not do it.

4953. Do you object to it from the educational point of view?—No.

4954. You do not think you would be able to effect anything in three months?—They might in three months.

4955. You say they regard it as privilege; is it regarded as something to be looked forward to in the second stage, to be attained by good conduct in the first stage; do you think it is desirable to interfere with the stage system?—I think they would make very much more progress from the commencement.

4956. It has been suggested to us that in the case of those prisoners who are sentenced to penal servitude, during their first nine months that more time should be given to instruction, so that when they are passed the educational part of their discipline should come to an end; in other words, that when they are passed from the local to the convict prisons they should have done with education; what do you think of that?—Of course nine months is a long time. If they work hard in the nine months they ought to be equal to Standard III. in reading, writing, and arithmetic, I think that would be a very good plan.

4957. Have you any prisoners in class instruction at the present time?—Not any. We have never had class instruction at Wormwood Scrubbs.

4958. Have you any juveniles under 16?—One.

4959. How frequently do you give her instruction?—Every day.

THIRTEENTH DAY.

Home Office, Monday, 30th March 1896.

PRESENT:

R. S. MITFORD, Esq. (*Chairman*).

Hon. Mrs. E. S. Talbot.
Major-General C. A. Sim.
Rev. G. P. Merrick.
Captain C. Eardley-Wilmot, *Secretary*.

Mrs. Sheldon Amos called and examined.

Mrs. Sheldon Amos.
30 Mar. 1896.

4960. (*Chairman.*) Mrs. Amos, you have for some time taken a great interest in our prison populations?—I have been to see as many as I could, but only women prisoners.

4961. Are you a lady visitor?—No, I am not.

4962. Are you acquainted with the system of education?—That I have gone into very carefully.

4963. Have you seen it in actual practice?—No, I have not, I have only heard.

4964. Do you think it is satisfactory?—It would be if more could be done.

4965. In the way of more time?—No, I think there is plenty of time, but the great thing is to make it more educational. The first thing to strike me was that they ought not to have a Bible and a "goody-goody" book in the cell when they first come in; it seems to me a terrible thing to give them religious books at that moment and no others.

4966. (*Mr. Merrick.*) Would you kindly tell me in what prison did you hear that the devotional books were given to the prisoners?—In the prisons that I saw there were the books upon the shelf in the cell ready for the reception of the prisoner. I was very much struck how good the prisoners' libraries are.

4967. (*Major-General Sim.*) What sort of book would you put in?—It would depend upon the liking of the prisoner and what class of society she came from.

4968. For a poor class?—I think I should try a good illustrated paper.

4969. And for a well-to-do prisoner?—I should give them a book of travels.

4970. (*Hon. Mrs. Talbot.*) A popular book of poetry?—Yes, I should think so.

(*Hon. Mrs. Talbot.*) Still the Bible represents first associations and good thoughts.

4971. (*Major-General Sim.*) Would you make them ask for the Bible?—No, I should offer it to them the second day.

4972. (*Mr. Merrick.*) Are you aware that they have another book, a book of moral instruction?—I have not seen that; but my idea is that by suggesting books to them to read, and by a more systematic use of books, you might really create in them new tastes.

4973. (*Chairman.*) I think, in many prisons, that is done. The chaplain or the schoolmistress might suggest a book.

(*Witness.*) I want the home reading methods introduced into prisons, and they have little magazines which suggest thoughts about the chapters to be read at the time, and one person who is supposed to know a good deal more than the others gives any illustrations or verbal additions possible; it seems to me if that were done in the prisons it would not only educate the prisoners in a way that they have not been educated, but it would also get over that terrible difficulty of conversation. The success of these reading circles has been astonishing. The secretary of this association went to Waterloo Road, and she found a class prepared for her of boys and girls who did nothing but howl and mew like cats, in January; but in June, they were quite unwilling to be parted for the summer, it seems a new idea for that class of people to discuss a book. Of course the idea of getting over the difficulty about conversation is subsidiary, but at the same time I think the necessity of allowing women to talk in prison is very great.

4974. (*Chairman.*) I suppose you know that they do talk?—They do, but it is not allowed. No.

4975. (*Mr. Merrick.*) May I ask if you are aware that the chief difficulty of the chaplain is to prevent contaminating influence; one woman will spoil the whole flock, and we have never allowed conversation which has not had a disastrous effect, even where it is allowed in the convict prisons.

(*Witness.*) But then you abandon them to the contents of their own minds?

4976. (*Hon. Mrs. Talbot.*) I suppose the schoolmistress would have to lead these classes?—My proposal is that the Home Reading Circles should be allowed to send in volunteers of experience and discretion. They have knowledge of trained leaders of circles.

4976*a*. (*Chairman.*) Another thing is that some of the women in local prisons come in for such short terms.

4977. (*Hon. Mrs. Talbot.*) You would have to select a class among those who were in for a long sentence. I should be very glad if it could be rendered serviceable for them.

4978. (*Chairman.*) As to the matrons and wardresses?—Some of the matrons I thought were very nice women, but they are not the class of people you find in a hospital.

4979. (*Chairman.*) We are able to say that we get a very much better class now than formerly.

(*Witness.*) You ought to have a most refined person at the head of a convict prison. You have only to appeal to the Christian feeling of the women of the country. If you shut up these prisoners for society's sake you are bound to give the very best people in the country.

4980. (*Chairman.*) Many people would think twice of living in the inside.

(*Witness.*) I am sure there are people who would go in. You find people going off to lepers and shut themselves up with them?

4981. (*Mr. Merrick.*) We have had women of better class as wardresses.

(*Witness.*) You would have to have first-class people at the head before you would get a better class to go in under them. First-class ladies would attract better class wardresses. I am very anxious indeed about the wardresses. I know of one girl who is a romancing liar in one of the prisons as a wardress, and it makes me very uncomfortable when I think that the punishment of prisoners depends upon her word.

4982. (*Chairman.*) Another point is about the admission of women for reading?—Yes, I am very anxious to see more women admitted as lady visitors.

4983. We have latterly been appointing lady visitors.

(*Witness.*) I think that if the Prison Department would say that suitable women would be welcomed in the prisons many would volunteer.

4984. (*Major-General Sim.*) What time would you propose these visits?—I am afraid I am not competent to answer that. It struck me that you might ask certain religious bodies or philanthropic bodies to supply attested people.

4985. (*Chairman.*) Everything depends upon the tact and judgment of these people?—Yes. You want people recommended for their tact and judgment. I thought of appealing to such an association, among others, as the British Women's Temperance Society, and the Church Army, and getting recommendations from the central office in London. You would get them then suggested irrespective of all local differences on sectarian questions. It seems to me as regards Catholic prisoners nuns would surely visit them.

4986. (*Chairman.*) If applications were made to the Commissioners they would not be refused.

(*Witness.*) There was one prison I went to where two ladies go twice a week, but to my mind that does not suffice for the helping of women on their moral and religious side.

4987. (*Major-General Sim.*) They have had the chance of knowing them before they came into prison.

(*Witness.*) But they have not known them before they broke the law.

4988. (*Major-General Sim.*) They have had the chance. When these women come into prison they come in for prison discipline. You want to supersede the chaplain's visits?—Largely, to the women, I do. I think there is every reason that a woman should have instructors who can teach them alone. I rather want to supersede the chaplain for that reason.

4989. (*Mr. Merrick.*) The officer is out of hearing, but he is always in sight.

(*Witness.*) Then it seems to me that there are not enough chaplains and visitors to bring to bear all the good influence that might be brought to bear. There is always some time at meal-times which is not used in eating. It would be just the moment to have a little talk with the women.

4990. (*Mr. Merrick.*) The women do not accept the visits of strangers as readily as one would imagine; it has been my experience that they have rather objected to it.

(*Witness.*) I should have thought it would be better to be visited in the cells.

4991. (*Chairman.*) But you know, Mrs. Amos, that some of the convict prisoners have objected to visits during the dinner hour?—That would depend upon the personality of the visitors.

4992. Not always. Of course we must not lose sight of the prison discipline and the labour. There is a certain routine that has to be carried on under regulations and stated rules, and the Act of Parliament provides that there should be certain hours of labour in the day, and while we are glad to consider how best to extend influences of this kind we must not lose sight of the discipline.

(*Witness.*) I do think there is nothing so good for them as the discipline.

4993. (*Chairman.*) We could not allow bodies of people to run about the prison?—No, of course not.

(*Major-General Sim.*) Then the time in convict prisons is a great difficulty; the only possible times for visiting being during the dinner-hour and after five.

4994. (*Chairman.*) Have you formed any opinion as to lectures?—So far as it would bring them into class work I am strongly in favour of it. Lady Henry Somerset says that she has come across many cases of moral deterioration due to the forbidding of talking in prisons.

4995. It has often been considered, but it has not been found to have a deteriorative influence.

(*Witness.*) It seems to me you should encourage the tender side in a woman instead of crushing it, and in

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this connexion I have been very much struck by the good effect of babies in prison.

4996. (*Chairman.*) Do you think the American system is entirely successful?—I think it is rather more successful than ours.

4997. Have you visited various prisons in the country?—Yes, I have been to Hull, Leeds, Manchester, and Woking, and at Hull I was talking with the Governor, and discussed with him the possibility of having animals in prison, and he agreed with me that if they had something to pet it would be a most desirable thing for the women. Then I want to suggest two or three things as to the training of women. I think it would be a good thing to find out some particular gift which they have, and develop that; then there is the Sloyd, which is particularly good for training clumsy hands and making them deft and shapely. I think to cook would be most popular and useful with the women. I went from prison to prison and saw the cooking and gardening being done by men.

4998. In the local prisons there is not much land to be cultivated.

(*Witness.*) But what there is might be very highly cultivated.

4999. (*Chairman.*) At Aylesbury we have purchased land outside the prison on purpose for them to work; a good many acres for the women to cultivate.

(*Witness.*) Why should they not do the cooking?

(*Hon. Mrs. Talbot.*) There are not enough women in the local prisons to cook for the whole number.

(*Chairman.*) We should not be justified in keeping two kitchens going.

5000. (*Hon. Mrs. Talbot.*) You would like to see them able to employ themselves more out of prison?—Yes, my whole aim is to prevent them from returning to prison. I think anything that makes them more competent would prevent them from doing so.

5001. (*Mr. Merrick.*) This morning in the chapel there were 300 women, and out of that number only 15 had not been in prison before!

(*Chairman.*) It has been stated that you might reduce them about 75 per cent. if you took away all these criminal inebriates.

(*Witness*) The universal testimony is that if a woman cook she can get a situation; perhaps they might be allowed to cook for the matrons and wardresses.

5002. (*Chairman.*) That has been tried, but it had to be stopped.

(*Witness.*) Then there is the question of shutting the women up in their cells for 12 hours at a stretch—I mean from six in the evening till six in the morning—they are not allowed to leave their cells for anything unless they are very ill. We think this is degradingly horrible. I think there might be one or two nurses, or some other person qualified, to let the women come out of their cells; it is absolutely essential for humanity.

5003. (*Mr. Merrick.*) In many cases they would not go back?

(*Witness.*) You have got these women of a very degraded sort; you want to give them better ideas, and to enforce that which outside you would not endure is very shocking.

5004. (*Chairman.*) It is generally supposed that women have a much easier time than men.

(*Witness.*) Men are always brought up to work in a way that women are not brought up to, but still many of them are better off in prison—they are saved from bad and brutal husbands, they have not the worry of life, and they have quiet undisturbed nights. You could not possibly make prison anything but a haven to very many; they are saved from themselves so much, and women like to be saved from themselves. At the same time, I do think it is harder for the women, because their life is more unnatural—the restrictions on womanliness are very great.

FOURTEENTH DAY.

Home Office, Friday, 17th April 1896.

PRESENT:

R. S. MITFORD, ESQ. (*Chairman*).

Hon. Mrs. E. S. TALBOT.
Major-General C. A. SIM.
Rev. G. P. MERRICK.
Captain C. EARDLEY-WILMOT (*Secretary*).

The Right Hon. Lord Leigh.

17 April 1896.

The Right Honourable the LORD LEIGH called and examined.

5005. (*Chairman.*) Lord Leigh, you have been for many years an active magistrate?—Yes, nearly 50 years a visiting magistrate of our county gaol.

5006. And you are now chairman of the visiting committee of Warwick Prison?—Yes.

5006*a*. I understand that you have paid considerable attention to the question of prison education?—Yes, I have always taken great interest in it.

5007. Will you give the Committee your opinion?—I think first of all that the education in prisons is not at all sufficient. I am strongly of opinion that the cellular instruction is certainly not what it should be. I think it ought to be in class. I know that difficulties have been raised, amongst others that of association, but I think with judicious management, leaving it to the governors of prisons to select a certain number of prisoners that they can depend upon, that the difficulty of association could be very easily removed. It used to be carried out before the Act of 1877, and I do not think that the effects were otherwise than good. They have association in chapel, and I do not see why it could not be carried out in school. I think that there should be no hard and fast rule laid down as to prisoners not being educated who were committed for less than four months. Our governor has said that there are many young men and boys who are brought into prison that he would be very glad indeed if he had the opportunity of educating, but under the existing rule he could not do so.

5008. Under the rules of the system all boys are bound to have instruction for one hour a day?—Yes, I made a mistake about the boys; then again, before the Act of 1877 we used to have lectures, occasionally. The chaplain used to give lectures, and that was abolished on the passing of the new Act; he would give little lectures upon religious and moral subjects, and occasionally read to them such things as Smiles' "Self-help," and Bunyan's "Pilgrim's Progress," which I think had a very good effect, in fact, generally, I think that if more attention were given to the moral and religious instruction of prisoners than what is given that it would have a very good effect indeed, and would do more for the reformation of prisoners than anything else. I think the managers of gaols should consider more than they seem to do the importance of making it a reformatory system rather than one of mere punishment. I think a good deal more might be done in that way than is generally done. Then as regards women, for many years now they have received no instruction whatever in our prison, simply on account of there not being a sufficient number; it is rather creditable that we should have so few, but still, surely they ought to

receive some instruction. Over and over again, in visiting on the female side of the prison, I have asked the matron whether the women are being taught at all, and she says "No, because we have not got the right number."

5009. I see by the return I have here that the daily average of women for Warwick is one, and that would mean that many times there would be none?—I cannot see that there ought to be any hard and fast rule; if there is only one I think that woman ought to be instructed.

5010. Have you any views as to chaplains?—I am strongly of opinion that chaplains ought not to stay above a certain number of years in one prison. I think the effect very often is that they get a little slack; it is an irksome duty, and I think they might be apt to get rather hard. I think if a change could be made after, say 8 or 10 years, it would be a very good thing; if they could be put into a living it would be a good thing.

5011. I should like to ask about those lectures; how were they organised?—It was left entirely to the chaplain; he was a very old friend of mine; he used to get them together and read to them.

5012. Was it given to the general body of prisoners or to selected?—Selected, I suppose. I remember one book they were very fond of was Smiles' "Self Help."

5013. Was that once a week or occasionally?—It was left entirely to him.

5014. (*Hon. Mrs. Talbot.*) Where were they given?—In the chapel. I cannot see what objection there should be to using the chapel.

5015. (*Chairman.*) Many chaplains have expressed their objection to the use of the chapel for secular instruction?—I do not see why there should be any objection.

5016. (*Major-General Sim.*) You would not mind the scope of the lectures being a little enlarged?—Not the least, I should leave it to the chaplain; he ought to be able to select what he wants; I would not mind doing it if I was allowed to do so.

5017. (*Hon. Mrs. Talbot.*) Do you think there would be any difficulty in introducing outside help in the way of lectures?—No, I do not think so.

5018. (*Major-General Sim.*) In a good deal of the evidence we have received, there is a certain residuum of those who do not have any education at all, and these men you might teach?—Certainly, that is one of the points, that they must be there four months.

5019. (*Chairman.*) I think I may say now that we are pretty well agreed as to the reduction of the sentence limit?—I really do not think that the governor and chaplain have sufficient power of that sort; it ought to be left still more to them.

5020. The difficulty is, that where the prisoner has a short sentence, there is really no time to teach him anything?—I think the chaplain ought to be left to judge.

5021. Do you agree with the age limit of 40?—That is a thing I should leave open; there are some men so much younger at 40 than others; Mr. Gladstone is a young man at 80.

5022. (*Major-General Sim.*) The difficulty at present is that all the masters we have had here complain that it is as much as they can do to do the little that is done now?—I should give a little more assistance then; at Birmingham, which I know something about, where there are 700 or 800, there is not sufficient strength.

(*Chairman.*) To give it indiscriminately to all prisoners would lead to an enormous increase in the staff; the daily average number of prisoners at Birmingham is 413, and out of that number 26 are eligible for education.

5023. (*Mr. Merrick.*) Even if it were reduced to three months, it would make a very great difference; may I ask if these lectures were given after the service in the chapel?—It was left so completely to the chaplain that I really could not answer the question. I used many a time to have a talk with him about it.

5024. Was the interest in the lectures maintained on the part of the prisoners?—I think so; he always said that they were pleased; they all seemed interested in it. I think they felt that some interest was taken in them. I am sure it would tend to soften them.

5025. Perhaps he was a very sympathetic lecturer, because the experiment had been tried and failed?—I think Mr. Barber at Warwick would do it very well. I think he is the sort of man to take great interest in it.

5026. (*Chairman.*) Are you satisfied with the library books?—Yes, what I have seen of them. I have not particularly looked at them, but every now and then we see a list.

5027. (*Mr. Merrick.*) It is always duly submitted to you?—Yes.

5028. (*Chairman.*) You have no reason to think that the supply of books is insufficient?—No, I do not think it is; I constantly ask whether they have got books.

5029. One of the difficulties that has to be contended with is that the Act of 1865 provides that instruction should be given provided that the time was not deducted from the ordinary hours of labour, and in another place the Act says that the hours of labour should not be less than six or more than ten, and, therefore, there always has been the difficulty of getting those prisoners for education?—Yes; I consider that the chaplain's office is one of the greatest possible importance for the reformation of the prisoners, and I think the chaplain ought to be a particularly good man; many a chaplain would do very well as a village parson, but you ought to have a first-class man; it is therefore a question, to my mind, whether the chaplains are sufficiently well paid. Before the Act of 1877, our man had 400*l.* a year, but then it was reduced to 150*l.*, that is a tremendous reduction; it is true that the old man died about that time, but I know that his successor complained, and I have also heard another chaplain in a large prison complain that he was not sufficiently paid; inasmuch as we are going into the whole question, I do think it is an office where a man should be particularly well paid.

5030. All the salaries are laid down on certain bases of population?—I know it is a very difficult thing to move the Treasury, but still, I think if you want a good man he ought to be well paid; it is a very irksome duty.

5031. (*Hon. Mrs. Talbot.*) Do you think there is any other way of influencing the prisoners?—We have got in Warwick prison, lady visitors; I think it is a great thing; we have a small number, but still they are most useful, and at Birmingham, especially, they are very useful; one is a daughter of the late Recorder of Birmingham.

5032. Do you think they influence the prisoners so that they do not come back again?—Yes, they get them out to the Colonies when they leave. I know these ladies do an immeasurable amount of good. I think every prison in England ought to have lady visitors.

5033. Some of them do not appear to be very discreet?—Of course you must get the best you can.

5034. (*Chairman.*) It is quite open to all visiting committees to recommend lady visitors?—Yes; but I think it would be a good thing for the Home Office to say that they must have them, and then they would look out for them.

(*Mr. Merrick.*) Birmingham is specially well off as regards the staff of lady visitors.

(*Witness.*) Do not you think it would be a good thing to have lady visitors at all prisons?

(*Mr. Merrick.*) If you could get them as they are at Birmingham.

5035-6. (*Chairman.*) Of course it is a very important part of the duties of lady visitors to look after these women on their release?—It is so much better for women to go round than men.

5037. You think it beneficial to let them see that someone takes an interest in them?—Yes.

5038. (*Mr. Merrick.*) Have you any opinion on the subject of certificated teachers?—It is not a subject I have given very much attention to, but I do not know there is any great necessity for them; still I think it would be a good thing to have them.

5039. (*Chairman.*) You think the schoolmasters are competent?—I think our schoolmaster is competent enough.

5040. (*Mr. Merrick.*) Why do you object to cellular instruction?—Because I do not think there is sufficient

The Right Hon. Lord Leigh.

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time given to it; if you have got a large prison it is perfectly impossible for a man to go through to give more than a very few minutes to each prisoner, and more than that, I think with class instruction a prisoner is more likely to take an interest in the questions and things put to him than he possibly could do to teach him individually; these are the grounds on which I should prefer class instruction. I cannot see, as regards the question of association, why the Governor of the prison should not be able properly to classify them.

5041. (*Chairman.*) That is a very difficult matter?—I think a judicious man could do it; they are in association in chapel.

The Right Hon. Lord Norton.

The Right Honourable the LORD NORTON, K.C.M.G., called and examined.

5042. (*Chairman.*) Lord Norton, you are good enough to come and give the Committee the benefit of your experience:—in the first place, I may say that since I saw you I have been round nearly half-a-dozen prisons to get a little more acquainted with what is going on now, and I certainly see a very great improvement in all the modes in which moral influence can be given in prison, but, at the same time I maintain, myself, that education and moral influence are not the primary object in prison—the primary object is deterrence, and what is generally called education can only be given incidentally as far as the necessary discipline admits it—education must not weaken in any way, or interfere with the primary object of discipline; that gives education a poor career in prison. I make use of an aphorism, you must not attempt to make schools of prisons, or prisons of schools; to make a school of a prison is a great mistake, which defeats its principal object; to make a prison of a school is a self-destructive folly, a crime in itself. The last fault, as shown in reformatories, is being corrected, I am happy to see, by Sir John Gorst's Bill, and I hope the correction will be carried out. What has been done by separation in substitution for the old associated system, has been a great improvement, but at the same time separation has its own evil—association means association with general bad characters—isolation means concentrated association with a bad character, viz., himself; so you do not get rid of the difficulties; in fact, you increase them in one direction very much, namely, by excluding intercourse, but it gives opportunities, and the question is how to make use of them. I think, myself, that imprisonment is altogether a very inefficient punishment, it proves itself so by constant re-commitments. Punishment, to be effectual, should be something close to the offence, short, and certain. Imprisonment is not close to the offence, is not short, and its duration is not certain. Still, if we are obliged to keep prisoners, even in our local prisons, for two years, we ought, as far as we can without weakening the proper effect of punishment, to introduce moral influences, and education, and instruction in religion. How can that be done? The means are very ineffective at this moment all confess—I have not been to a single prison where this has not been confessed.

5043. On the ground of not sufficient time being given to it?—Is it that the staff is not sufficient, or, is it that the system is not good? That the staff is insufficient is one reason, and that the system might be improved, by a greater adoption of the class system in common with the cellular system, so that there is an improvement possible in the increase of the staff and in facilitating the instruction by classing the prisoners together. First, as to the increase of the staff: there is this difference between the chaplain's work and the schoolmaster's work, that the chaplain's work must partly be in the cell for this reason, that, if you want to give religious instruction, you must be sometimes alone with the prisoner you are speaking to; but they can have very little time to talk privately to all the men in such a prison as Pentonville with 1,100 prisoners, and Wormwood Scrubbs with 1,200. I asked the chaplain, on an average, how often could they see men individually in their cells, and they both said the same thing, viz., about once in three months, that is to say, four times in the year, even that would be at the rate of ten visits a day, it cannot be anything but mechanical at that pace! it is absolutely absurd! Besides that they have got special applications for individual visits. The chaplain at Wormwood Scrubbs told me that there were constant applications from prisoners to him for a private visit, and a very good sign too. Of course, as he said, it is his duty to attend to those first. The chaplains have a good many special things to do, attending to discharges and receptions, and providing homes for men aided to get work when they go out. I think all these things, if possible, should be done by some assistants, and not by the chaplain, occupying a great deal of his time. Then, how can we get him assistants and what sort? I had different propositions made by different chaplains on that point, they all said the assistants must be trained men—something in the nature of scripture readers—but in large prisons there ought to be something above that class, such as assistant chaplains.

5044. In the large London prisons they have two chaplains?—Yes, in Wormwood Scrubbs there are two.

5045. In Pentonville there are two?—I think they are also trained men. I have heard something of a class of men who are being trained most admirably, and with bishops' certificates. I wrote to the Archbishop of York, as I understood he had done good work in that way at Lichfield, and I think men so certified would be exactly the right class of men who have been examined what their Christian belief is, to be sound in that respect, and also men able to impart instruction wisely and well, such men as that might be permitted to go into cells and read the Scriptures and even expound them, some of the officials say a great deal of good might be done in that way, they might read books that would be approved. I should say some of Bishop Wilberforce's amusing sort of parables which would awaken interest and good feeling; at all events, they might do those three things, reading the Scriptures, expounding and reading all sorts of intellectuallly interesting books; that is what I have to suggest in the way of assisting the chaplain. The difference between the chaplain and schoolmaster is that the chaplain must have both cellular and class instruction; the schoolmaster only wants class instruction.

5046. Why do you so much advocate class instruction?—I think it has a very considerable effect upon the character of the prisoner, it awakens emulation and attention, which it would be almost impossible to do in a cell. I think interest is excited by class instruction, besides the saving of time. As regards Wormwood Scrubbs, I think you will yourself recommend, Mr. Mitford, that there should be a fourth schoolmaster.

(*Chairman.*) At Wormwood Scrubbs they have a particularly large proportion of persons eligible for instruction, because no prisoner with a sentence under three months is ever sent there.

(*Witness.*) Why do not you teach something to the three months' men?

(*Chairman.*) We should be quite prepared to reduce the limit to three months; it was never considered that it was worth while, you could not make any permanent impression on the prisoners.

(*Witness.*) I think a great deal of money might be drawn from private sources for aiding education in prisons, and I think it is absolutely absurd that we should pay 10,000,000 a year for education in National schools, and yet grudge a few thousands for the possible education of prisoners. With regard to the schoolmasters, I think if they are to have the class instruction, which they seem to think desirable, that the difficulties might be got over; one of these is to select such as can be safely classed together.

(*Chairman.*) That is a very great difficulty; the judicious classification of prisoners is a very difficult matter.

(*Witness.*) Yes, but then it seems to me that the individual knowledge that the governor gets of his prisoners will enable him to exercise the discretion of putting such men together as would not hurt each other. You must also put those together who can be educated together, they are generally divided into three classes: the absolutely ignorant, those who know a little, and those who are specially better in one of the three R's; it is very complicated when this classification comes to be worked in with the system of prison labour.

5047. (*Chairman.*) Have you ever considered the question of lectures?—Yes, I was very much struck with a letter from a retired prison schoolmaster who strongly recommends them.

5047*a*. Have you any experience of lectures being given?—No, I have not.

5047*b*. You would be in favour of them?—Yes.

(*Witness.*) One thing I wanted to lay great stress upon is that the chapel ought to be made more like a place of worship; the feeling that it is a place for divine worship is of the most important moral influence, and appeals to one of the strongest feelings in human nature; by performing divine worship in a place more like a common room you are inculcating profanity. Chaplains say that is one of the most important things. I was greatly struck with the very superior chapel at Wormwood Scrubbs, and the chaplain told me that nothing has been more remarked upon by strangers and foreigners than that chapel as a great means it was of moral influence. I should like to say a word on the marks system, because that is a great means of influence; if it is not moral training it is nothing at all; the moral training is a constant incentive to diligence. The impression on all the officers that I have seen is that idleness is at the bottom of nine-tenths of crime—the men will not work—the most hardened criminals have got very delicate hands, showing that industry has not been their vocation. The mark system is best made to depend on work done. It should not be negatively used as a forfeiture for bad conduct.

(*Chairman.*) It is the rule, the primary condition, that the marks are awarded for industry and good conduct. The prisoners are very keen now, as they forfeit their marks by reason of idleness or bad conduct.

(*Witness.*) It is a very important part of the discipline. The libraries are very good; at one time they had none at all, and afterwards they only had the Bible. As to volunteer agency, I think the visitors are very useful. The men visitors, I am afraid, do very little more than walk round and ask if they have anything to complain of; the ladies are most useful, among the women prisoners.

The Right Hon. Lord Norton. 17 April 1896.

5048. (*Chairman.*) The lady visitors do their work well?—Yes, they really do work. It is the heart we want to teach. If we can do something to draw out a feeling of gratitude or sympathy it would be more benefit than all the schoolmasters in the world.

5049. I am afraid some of them are rather hopeless cases?—There is a feeling of despair and despondency amongst the chaplains that they have such material to deal with. There is a feeling of despair about education doing anything beyond the three R's, and if you ask some schoolmasters whether they would like to work in a class they say "What is the use?"

5049*a*. I am afraid many of them do not pass the fourth standard before they come out?—No.

(*Chairman.*) Opinions are very adverse about cellular versus class instruction. Many hold that the prisoners gain more by the individual attention of the school, master; some say that, as regards class instruction, they are very shy of letting others see their mistakes, and are afraid of ridicule.

(*Witness.*) Yes, but I think there are many things you can do in class which you cannot do in the cells.

5050. (*Mr. Merrick.*) Just now you thought that religious feeling had a great deal of influence; that raises the question whether it would be desirable to give in the prison chapel lectures on moral subjects?—I think that instruction should be separated from worship. I wish the chapel to be a place where a man should think of God and nothing else.

5051. You would not approve of secular subjects being spoken of or taught in the prison chapel?—No, it would be a great advantage to give to the chapels the *religio loci*.

Miss E. Franklin called and examined.

Miss E. Franklin.

5052. (*Chairman.*) Miss Franklin, you are scripture reader at Aylesbury?—Yes.

5053. Will you tell the Committee what your hours of duty are?—From 9 till 4.

5053*a*. You are actually on duty in the prison that time?—Yes, I go home to dinner. I am organist as well.

5053*b*. What do your duties actually consist of during the time you are there?—The first thing is chapel, when I go on duty, after that I go to the infirmary.

5053*c*. You assist in getting the prisoners into chapel?—No.

5054. And after chapel?—After chapel I go to see some prisoners before they go out to exercise, those that go out at 10 o'clock in the morning.

5055. Do you visit prisoners in their cells?—Yes.

5055*a*. During what time?—Between 9 and 12 o'clock, and then again in the afternoon.

5056. That is whilst they are at labour?—Those at labour I cannot see, except on special occasions.

5057. Do you visit during the dinner hour?—No.

5057*a*. Do you think that would be a good time to see the prisoners in their cells?—No, I rather think they would like to have the time to themselves.

5058. Then you visit again in the afternoon, up to 4 o'clock, in the cells?—Yes.

5058*a*. Do you go in on Sundays?—Yes, till 12.

5059. What are your duties on Sundays?—I go to chapel just after 9, and then to the infirmary. I stay there till the dinners are served.

5060. As you are organist you come in every Sunday?—Yes.

5061. You voluntarily give up your Sunday off?—I am paid organist. I have been that ever since I joined the service 25 years ago; they all wished me to continue when I was promoted, and I have done so.

5062. (*Major-General Sim.*) Would you see any objection to going in during the dinner hour?—Yes, the prisoners like to have that hour undisturbed. Those that go to school come in on school day, and those are the days I see them, those that are out of their cells I see during the school hour, and those that remain in their cells I have special times for seeing. I always see them at these times, so that the work is not disturbed more than is necessary.

5063. (*Chairman.*) What time is the school given?—From two to four

5064. The school hours are taken out of the hours of labour?—Yes.

5065. That is contrary to the rule, you know?—I think they have certain tasks to do, and they do the tasks all the same.

5066. When do you see the prisoners who are employed in the laundry all day?—Those I see on Friday afternoon. They come to school that afternoon, and I see them half one week and half another.

5067. Do they frequently put their names down wishing to see you?—They know that I see them regularly. They do not often make a special request. It is rather a hardship that many of them have to leave their labour to come to school feeling that they have the same amount of work to do.

5067*a*. Was that the practice at Woking?—Yes.

5068. Are they expected to do exactly the same?—Exactly the same. Another hardship I heard of a week or two ago was, that in the Good Friday week they had to do just the same amount of work as usual. Some, of course, are very much quicker than others.

5069. (*Hon. Mrs. Talbot.*) Have you ever tried reading aloud to the women?—Yes.

5070. Do they like that?—Yes, they appreciate it very much. I read from the Scriptures, and then I give them some anecdote to impress upon their minds.

5071. (*Chairman.*) Where do you hold these classes?—In a little room which was formerly a cell.

5071*a*. How many does it hold?—I never have more than eight. I have eight every week from the workroom, and I see them about once a month.

5072. (*Hon. Mrs. Talbot.*) Do you visit or follow them up after leaving prison?—I encourage them to write to me. I have in some cases been able to do something for them.

5073. Do you find lady visitors help you much?—Certainly; by their kindly sympathy with the women both the chaplain and myself are supported, but they really look to the lady visitors more for practical assistance upon discharge and subsequently. They like what is said to them, but they want to know what is to come of it outside. I should like to do more for those prisoners in probation class; they are full of sorrow, and have so much solitude. I wish I could devote even more time to them.

Miss E. Franklin.

17 April 1896.

5074. (*Chairman.*) Is not that possible?—I do give special attention to them.

5075. What is your number now?—215. 74 of them are Roman Catholics; 24 are serving their probation. Those appreciate the visits very much.

5076. (*Hon. Mrs. Talbot.*) Are your visits ever resented?—Very rarely. There are one or two very bad cases. There is only one woman that has persistently refused my visits.

5077. (*Mr. Merrick.*) You said just now that you visit the prisoners in their cells while they were doing their needlework. Do they put their work down while you are speaking to them?—Yes, they do frequently.

5078. Then your visit really interferes with the labour for the time being?—I have never asked them to put their work away.

5078*a*. What do you conceive to be your duties in the infirmary?—I read and pray with every patient.

5079. You do not have any service?—Yes, I have service on Sunday.

5080. Do you give addresses in the infirmary?—Yes.

5081. Do you keep a diary of your work?—I have done, but not lately.

5082. You spoke of some little classes that you had. At what time in the day did you get these classes together?—In the afternoon.

5083. Are the women taken away from their labour to attend the classes?—Yes, they come from their labour.

5084. You have them in association?—Yes.

5085. Any officer with you?—No, the officer is just below.

5086. (*Chairman.*) How long does each class last?—About half an hour.

5087. Do you visit in the infirmary every day?—Every other day; the chaplain one day and I the other.

5088. (*Mr. Merrick.*) You have nothing to do with the secular instruction?—No, nothing at all now. I was engaged in that for 23 years.

5089. You get a stipend for playing the harmonium?—Yes, 10*l*. 10*s*. per annum.

Mr. F. Guy.

Mr. F. Guy called and examined.

5090. (*Chairman.*) Mr. Guy, you are scripture reader at Portland?—Yes.

5090*a*. Are you senior in the service?—Yes.

5090*b*. How many years' service?—Seventeen years.

5090*c*. What prisons have you been at?—Only Portland.

5091. What are your hours of duty?—From 9 till 12.30, and from the time the prisoners come in from labour till 6.30.

5092. You come on again when the prisoners come from labour?—Yes, and remain till 6.30.

5093. Are you on duty on Saturdays?—Yes, I go on Saturdays just the same, but go in at 3 o'clock in the afternoon.

5094. Do you come in on Sundays?—Yes, in the morning and afternoon.

5095. Have you ever visited prisoners during the dinner hour?—Only with the chaplain; he visits about 11.30, I go round with him.

5096. But you have never been in the prison to read during the dinner hour?—No.

5097. Do you see any objection to that?—Only that the prisoners are tired after their morning's labour.

5098. Have you any reason to think that the prisoners would object to it?—I do not think they would object to it.

5098*a*. Do you think that the dinner hour, which allows a considerable interval after they have finished their dinner, might very well be utilised?—I think so.

5099. Do you have a cell key?—Yes.

5099*a*. Have you a hall key as well as a cell key?—No.

5100. The cell key is all you want?—That is all, there is no difficulty.

5101. You attend on the chaplain when he is visiting in the prison?—Yes, I take a little book with me, and enter up the applications, and then post them in the large book in the office.

5102. What do you do, exactly, between 9 and 12?—Principally office work; I first of all check applications to see the chaplain, and then I go to the infirmary for the morning prayers. I supply devotional books, keep chaplain's character books, and assist in writing petitions for men who cannot write, and letters as well, and I write all letters for patients in the infirmary.

5103. The schoolmaster does not attend to the infirmary at all?—No.

5103*a*. You have nothing to do with the library books?—No, except once a week I take applications for all books.

5104. Other mornings that is done by the schoolmasters?—Yes.

5105. That has always been the practice?—Yes.

5106. You come in, you say, every Sunday?—Every Sunday morning and afternoon. What compensation do you get for that?—None; I used to get an evening off formerly.

5107. Do you play the organ?—No, a prisoner plays; I have been responsible for the service, and have been there in the absence of the regular choirmaster.

5108. You are quite able to play?—Yes, I have also taken the choir practising.

5109. Five days a week you are off from 12 o'clock till 5.30?—Not always 5.30, earlier during a portion of the year.

5110. You think that the dinner hour might be usefully taken advantage of?—A portion of it, I think.

5111. Saturday afternoon is the only time you can visit?—No, each evening as well.

5112. You find them in their cells, and are able to talk with them without interfering with the labour, and so it is a good thing?—Yes.

5113. (*Mr. Merrick.*) What do you do on Sundays?—I read prayers.

5114. Where?—In the infirmary and punishment cells.

5114*a*. During the last 18 months your duties have been more or less those of the schoolmaster?—On the week day during the time the staff was reduced.

5115. Are you a certificated teacher?—Yes.

5116. (*Chairman.*) You are on the same footing as the certificated teachers?—Yes.

5117. (*Mr. Merrick.*) When do you read the Scriptures?—I read to the uneducated that are not able to read themselves at my visits.

5118. You do not take them together?—No, individually.

5119. Do you find they appreciate the reading?—I do.

5120. (*Chairman.*) How long do you give to each prisoner?—Ten or fifteen minutes; sometimes less.

5121. (*Mr. Merrick.*) Do you confine yourself to any book?—No particular book.

5122. (*Major-General Sim.*) Your visits are never resented?—Never; the prisoners always seem pleased to see us.

5123. (*Chairman.*) You do not wear uniform?—No.

5124. How long is it since you were schoolmaster?—Thirteen years.

ANALYSIS OF EVIDENCE.

ADDISON, Rev. J. A.

Chaplain at Hull for 15 years, and at Wakefield for eight years, 2228–30.

Education satisfactory, as judged by results, 2231–2, 2284. Dinner hour might be used; prisoners would not object, 2262–7. Would teach up to Standard IV., 2286–7. Many miners and farm labourers, at Wakefield and Hull nearly one-fourth illiterates, who have escaped the Education Acts, 2288–95. Each scholar gets 20 minutes twice a week, 2296–8, 2356–60. Education looked on as a privilege, 2299–2303. Convicts better educated than other prisoners, 2372–5; few are taught because most have more than five convictions against them, 2378–9. Would give them much more education in their first nine months, 2379–80.

Has two schoolmaster-warders, 2234: the senior, on duty from 8 to 6, teaches for 5¼ hours daily, the junior for 1¾ hours. They take their turn at sleeping in and Sunday duty, 2236–40, 2251–5. The junior does discipline and clerical duty, the senior does not, 2256–61. Schoolmasters should do no discipline duty; they might wear a distinctive uniform, 2275–7. Satisfied with their qualifications, 2279–80. Devotional books should remain in charge of schoolmasters, 2363–9.

Library and moral instruction books changed once a week or oftener, 2242–50. A very good supply of books, 2308; popular educators, &c. in great demand, 2209. Prisoners in second stage should have books, 2335. Men in first stage might have a book on Sundays, but it would give much trouble, and be contrary to stage system, 2336–42.

Cellular far superior to class teaching, 2270.

Personally examines prisoners on reception and discharge, and quarterly, and records results, 2281–3. Scholars exempted after passing Standard III., 2350–2.

Would reduce sentence limit to three months, and age limit to 35, 2304–7, 2370.

Would like to have assistance of a Scripture reader, 2310–2. Lectures are a good suggestion. They should be simple and given to all prisoners, on certain days, in the chapel after prayers, 2313–20. If schoolmasters had freer access to prisoners, they would be of great assistance in moral teaching 2331–2, 2348–9. No time for moral instruction on Sunday afternoons, 2350.

Sees every woman three times a week, 2322. Has never had occasion to send for a lady visitor, but finds ladies of great assistance outside the prison. Not being thoroughly acquainted with the ways of prisoners, they may be made a means of communication with the outer world, 2323–4. Plays the organ himself; music has good effect on prisoners, 2325–6.

AMOS, Mrs. Sheldon.

Has visited many female prisons, 4960, 4997.

Plenty of time is given to education, but it should be made more educational, 4964–5. Bibles and religious books should not be given to prisoners until their second day in prison, but a secular book or paper according to their class, 4965–71. Books should be suggested to them, 4972. Home Reading Union methods should be introduced into prisons, 4973, 4976. More talking should be allowed, 4973–5.

Matrons should be selected from a higher class, and then higher class wardresses would be attracted, 4978–81.

There should be more lady visitors, 4982–7. Would supersede the chaplain's visits by visits from ladies who could see the prisoners alone, 4988. They should be visited at meal times, 4989–93.

Approves of lectures so far as it would bring prisoners into class work, 4994. The tender side of a woman should be encouraged, 4995.

Babies in prisons have a good effect, and it would be most desirable, if possible, that they should have animals to pet, 4995–7. Any gift a woman has should be developed; Sloyd work, cooking, and gardening are all good for women, 4997–9.

Strongly disapproves of female prisoners being shut up in their cells from 6 p.m. to 6 a.m.

BALDWIN, Rev. A. W.

Chaplain at Wormwood Scrubbs; 19 years' experience in various prisons, 330–1.

Not satisfied with present system of education, cellular education valueless, classes preferred, as in convict prisons, 332–5, 397, 403–5, 420–4. Difficulties at Wormwood Scrubbs, 336. No disciplinary objection to classes, 337. Suggests classes from 4 to 5 p.m., though they would interfere with labour, 338–41. Has a large number of scholars, teaching staff insufficient, 342–4, 463–70.

Schoolmasters' work interfered with by much extraneous duty, *e.g.*, care and distribution of books and letters, writing petitions, &c., 345–9. Would take away registration of letters and petitions, 350–4, 454–60. Would relieve them of all discipline duties, 355–8, 435. Schoolmasters should not wear uniform, 359. Does not approve idea of schoolmaster imparting moral instruction from cell to cell on Sundays, 366–8; nor of using dinner-hour for teaching, 369–72, 427. About 40 letters pass through schoolmasters' hands daily, and he writes about two petitions daily, equalling one hour's work taken from teaching, 429–33. Schoolmasters should be certificated, 439. Would not make devotional books cell equipment, too much responsibility for ward officers, 373, 436. Has no juveniles, 375.

Books used are National Society's Reading and Arithmetic, 377. Progress satisfactory in several cases, 378.

Examinations held by chaplain on reception, by schoolmaster on discharge, none between, results are recorded in register, 379–88, 428. Tests are dictation, mental arithmetic up to multiplication, 441–4, 448–9.

Limit of sentence approved, but four months' man should be taught at once, 395. Age of 40 approved as limit, 399.

Supply of library books is ample, 406. Henty's are popular, and such like books, 407; also histories and Popular Educator, 440. All prisoners have devotional books on Sundays, 408.

Lectures could be organised if difficulties of time and subjects be got over; objects to using chapel for lectures, 410–2. Dinner hour might be used for lectures to small body of selected men, but increase of staff would be necessary, 415–6, 437–8.

Scholars not in contiguous cells, 425.

BOLD, Schoolmaster-Warder H. H.

For 15 years schoolmaster at Bristol Prison, 3080–2. Comes on duty at 7 a.m.; makes out list of prisoners for chaplain: sees those for the Aid Society; relieves gatekeeper at breakfast hour; attends chapel, and teaches up to 12 o'clock, 3091–3; but is sometimes interrupted for discipline duties, 3094. In afternoon takes the visits, and does library work, 3094–5. Should be relieved of all discipline duty, 3108–9. Objects to wearing uniform, 3110–3, 3152. Would not object to a distinctive uniform, 3153–4. Does his turn of evening duty, and alternate Saturday and Sunday duty, but not escorts, 3141–3. Schoolmasters' duties should be united with those of clerk, 3196. Devotional books should be in schoolmaster's charge, 3177.

Education satisfactory as far as it goes, but it should include Standard IV., 3083–8. Time barely sufficient, 3089. As far as possible each adult gets two lessons a week, and juveniles one each day, 3099. All are taught in their cells, 3100. A fair number of prisoners are illiterate, 3116; about 20 in the prison last week, aged from 19 to 50, 3120–1, 3161–3. Would like to have the dinner hour for teaching, but thinks prisoners would object, 3135, 3144; hours from 6 to 8 would interfere with prison arrangements, 3138. Prisoners enjoy their lessons, looking on them as a privilege, 3146–8. Education elevates morally, 3149–51. Many of them have asked to be taught grammar and shorthand, 3156. Schoolbooks only go up to Standard IV., 3164.

Schoolmaster should be able to visit prisoners to relieve their dark thoughts, 3121, 3159. Would approve of lectures to selected prisoners, as a privilege; would lecture

himself to about 12 men, and, with a couple of officers, to 50 men; a large room in the hospital could be used, 3183–95.

Would reduce limit of sentence to three, or even two, months, 3123–7. Limit of age might be abolished, 3128.

Has a fairly good supply of books, 3131. Changes them once a week, and oftener if necessary, 3132. Would like to give books to prisoners in second stage, 3134.

Examinations are held by him, not by chaplain, on reception and discharge, 3167–72.

Approves of class teaching, 3181.

BRINE, Schoolmistress M.

Senior schoolmistress at Wormwood Scrubbs, formerly at Woking, Fulham, and Millbank; 15 years in all, 4889–90.

Education on the whole satisfactory, 4891–2. More time needed, but dinner hour would not do, 4897–910. Majority of prisoners regard education as a privilege, 4936–7, 4955. In their first nine months, convicts ought to be equal to Standard III., 4956.

Scholars would make more progress in classes, but it is very difficult to keep them from talking, 4895–6.

Schoolmistresses should not wear uniform, 4911–2, nor do discipline duty of any sort, 4913. If they had not charge of devotional books they would have much more time for teaching, 4944–6.

Has not considered question of lectures, 4819; but lectures on such subjects as "home management" would be excellent, 4920–2. The chapel at Wormwood Scrubbs would not do, it is too big, 4924–5. The work room could be used; it would hold 70 women, 4928–32. It would be appreciated by the prisoners, 4933–4.

Reduction of limit of sentence not so important as commencing instruction on reception; if reduced to three months it would add very much to the teaching work at Wormwood Scrubbs, 4919, 4947–55.

Has about 500 books and 200 prisoners eligible for them; the number should be doubled, 4938–42.

BRODIE, Schoolmistress-Warder E.

Schoolmistress for 16 years, discipline officer for ten years, at Shepton Mallet, Westminster, and Maidstone, 2157–60. Has charge of hospital and reception, 2162–5. Teaches from 11 to 12, and from 2 to 3.30, 2166–70. On evening duty three times a week, 2181. Prefers retaining charge of devotional books, but the slate is part of cell equipment at Maidstone, 2205–6, 2224. Schoolmistresses should not wear uniform, 2218. Discipline and scholastic duties clash, 2162, 2210.

System of education satisfactory in some respects, 2161. Not sufficient time, 2176. Prisoners would object to use of dinner hour, 2177–9. Standard III. sufficient, 2189. Many illiterates, of very low class, 2191–5, 2198. Education appreciated, 2196, 2220–1. Multiplication of money taught, 2200–2. Would not alter age limit, 2209–12.

Chaplain examines prisoners on reception and discharge, and quarterly, 2185–8, 2203–4.

Has very good supply of books, 2199; "Quiver" and "Leisure Hour" preferred, 2208.

Has not tried associated teaching, 2216–7.

COLLINGWOOD, Miss H. B.

Has 19 years' experience. For last two years as assistant-superintendent at Aylesbury Female Convict Prison, 4211–4.

Hours of labour interfere with education, 4215–9, 4222–5. More time might be given, but some make wonderful progress, 4220–1. Prisoners would resent use of dinner hour or late evening for teaching, 4226–38. The first nine months might be more utilised, 4239, 4277. No school-room, 4247. Classes number about 15, 4248. Recollects no case of a woman who was apt, and made good progress, coming back, 4270. Some will not learn, 4271. The object of many in learning is to write their own letters, a minority appreciate education, 4258–60.

Prefers class to cellular teaching, on account of emulation, and the value of black-board teaching, 4241–6.

No moral teaching on Sundays, except the two chapel services, 4251–2. There are lady visitors, by whom some convicts get work on discharge, 4266–8. Offers no opinion on lectures, 4273–6.

Female convicts appreciate library books; they are changed weekly, sometimes oftener; considers a weekly change sufficient, 4262–4.

CRELLIN, Rev. C.

Chaplain at Borstal Convict Prison, 3506.

Education satisfactory as far as it goes, 3508; up to Standard VI. is the rule, but a man coming in having passed Standard IV. would not be sent to school, 3510. If a man can read and do multiplication and long division it is enough, 3511–2. Would like 10 minutes extra time, 3513–4. Education should not be put before labour, 3515–6. Teaching in the morning would not be better than in the evening, 3517–9. Scholars get 40 minutes twice a week, 3522–3. There is no character classification in the classes, 3526; about 20 in each class, 3532; a discipline officer is in charge, 3534. Dinner hour should not be used, 3536–7. Supervises the schooling, 3572. School books should be brought up to date, 3581. If convicts were taught more when in separate confinement, they might get along by themselves when in a convict prison, 3559–60.

Lectures would be a great advantage, 3509; on scientific and historical subjects, 3583. The schoolmasters could give them, 3584. A magic lantern might be provided, 3586. The chapel could be used, 3587–91. Prisoners should be selected by examination; those who had passed out of school could attend as a reward, 3589, 3593. Convicts get sufficient moral instruction, 3570. Tries to get an outsider to preach once a month, 3571.

Class teaching preferred, unless much more time be given, 3521, 3527, 3541.

Schoolmasters look after prisoners' correspondence, 3543–5. They should have keys, 3547–50. They are certificated, 3553. They do not and should not wear uniform, 3552, 3554–6. Devotional books had better be in charge of schoolmaster, 3579–80.

Conducts examinations personally in March and September; not on discharge of convicts, 3575–6.

CRUIKSHANK, Mr. R. D.

Governor of Durham Prison, formerly at Oxford and Bristol, 2708–9.

Time given to education should be doubled, 2711–3. Dinner hour of no practical use, as his time would have to be made up to the schoolmaster, 2714–22; but time between 6 and 8 might be used, 2723–5. Out of 34 prisoners awaiting trial, nine cannot write, 2742–9. Standard III. generally sufficient, but would go on teaching a prisoner until his discharge, 2754–8. Would educate convicts who needed it during their first nine months, 2793–5.

Prefers class teaching; prisoners learn more, and less time is wasted than in cellular teaching, 2726–7, 2733.

Schoolmaster takes his turn at discipline duty on Saturdays and Sundays, and at sleeping in, but not at escorts, 2736–40*a*. He helps prisoners to write their letters, 2741; and makes out three lists of receptions and discharges, 2796; schoolmasters' qualifications are insufficient, but they need not be certificated, 2759–61. They should wear a distinctive uniform, and not be discipline officers, though liable to be called on in an emergency, 2762–6. Relieving them of charge of devotional books would not work, 2769–70; but slates should be part of cell equipment, 2773.

Limit of sentence might be reduced to three months, 2750–2.

Chapel services, visits by chaplain and governor, are means of moral instruction, 2775–9. Lectures might be given weekly to all prisoners in chapel, lecturers being chosen by governor and chaplain, 2780–4, 2818–9.

One lady visitor at Durham; women appreciate the teaching, though a bad class, 2800–2.

Should not divide the responsibility for the library books, 2811–2. The sick do not get books unless they are entitled to them, 2813–4. Would give books to second-stage men, but not to those in first stage, 2815–7.

EVES, Schoolmistress-Warder J.

Schoolmistress at Leeds for three years, 2043–4.

Teaches in the afternoons, 2045–7. Takes matron's place in her absence, attends on doctor and chaplain, has charge of letters and books, does evening duty; discipline duties do not interfere with scholastic work, 2053–7, 2106–

16, 2121. It might be advisable to take away charge of devotional books from schoolmistresses in large prisons, not so at Leeds, 2131–2. Recommends a distinctive uniform, 2133–7.

Prisoners appreciate education as a rule, though some of the older ones do not, 2048, 2063–5. Some prisoners, mostly the older ones, are illiterate, have not been to school at all, 2066–70. Standard III. sufficient, 2073. Prisoners are taught in separation in schoolroom, 2051–2, 2090–1, 2120. Time should be increased to half an hour, 2123–4, 2139–40. Education a privilege, 2142. Prisoners would not like being taught in the dinner hour, 2149–50*a*.

Books changed every Saturday, sometimes oftener, 2060–

Women like story books, 2075–6. "Leisure Hour," "Good Words," and "Quiver," are popular, 2118.

Prefers cellular to class teaching, 2086.

Chaplain examines prisoners on reception and discharge, 2092–4; making entries in the register, 2154–6.

FRANKLIN, Miss E.

Scripture reader at Aylesbury Female Convict Prison, 5052.

On duty from 9 to 4; plays organ in chapel; visits convicts in their cells between 10 and 12, and in the afternoon, 5053–6, 5058. Does not visit during dinner hour, convicts would not like it, 5057–7*a*.

On Sundays attends chapel as organist, and visits the infirmary, 5058*a*–61; reads and prays with each patient; holds a service, and gives an address, 5078*a*–80.

Has special times for visiting those employed in their cells, 5062; those in the laundry come into school one afternoon a week, sees half one week and half the next week, 5066. They do not often ask for special visits, 5067.

Holds weekly classes of eight for reading Scripture aloud, which are appreciated very much, 5069–71*a*. Encourages convicts to write after their discharge, 5072. Gives special attention to those on probation, 5073–5.

Visits are rarely resented, 5076.

The classes for Scripture reading last about half an hour; no officer is present, 5083–6. Visits infirmary on alternate days, 5087.

FRIEND, Rev. M. T.

Chaplain at Reading Prison for 24 years, 559–61. Education quite inadequate, not enough time, 562–3. Suggests one hour three times a week, regardless of labour, 564–5. Prisoners pick oakum on Sundays to make up their task, 566–74. Under old system schoolmaster came in morning and evening, 575. Would not approve of dinner hour being used, not fair on prisoners, 579*a*–81, 649. Education should be treated as a privilege, 583. Would reduce limit of sentence to three months, and, if teaching given three times a week, to two months, 584. Exceptions should be made to age limit of 40, 610–2. Recommends extension to Fourth Standard, as man would then go out and keep up his knowledge by reading newspapers, &c., 625–6, 658–9. Would teach men who have forgotten, 628–31, 656–7. Would not teach first stage prisoners, 643.

Class teaching preferred to cellular, as it brightens a man to take him from the cell atmosphere; the backward learns most in class, the painstaking in his cell, 645–6. Schoolmaster assists in clerical work, 587; teaches for about two hours and a quarter in a day when fully occupied 588. Schoolmaster qualified, but if standard raised to Fourth, his qualifications should extend to Sixth, 599. He should not do discipline work, 601; because he is better than an ordinary discipline officer, 652. He should not wear uniform, 653. Would prefer certificated master, 655.

Library books are distributed liberally, 613–4. Has a fair library, which needs replenishing, 350 to 400 books, 615–6.

Examinations are conducted personally on reception, and quarterly, and if necessary on discharge, 669–73. Tests are mental arithmetic and arithmetic on a slate up to compound addition, 663–8.

Considers lectures would be excellent, but difficulty in finding a place for them, prisoners should be selected; if chaplains lecture, they should do so in other prisons than their own; schoolmasters not sufficiently qualified, 618–22. Illiterate men would be interested; many lecturers could be got in Reading, 633–6.

Hardly appreciates lady visitors to female prisoners, 637–8. Women are more likely to profit by teaching than men, would have age standard as it is for them 660–2.

GOLDNEY, Rev. C.

Chaplain at Stafford Prison 19 years, 775–4.

System of education open to improvement, 775–6. There is great difficulty in getting scholars from their work, 777, 784.

Schoolmasters are over-weighted with extraneous work, 777.

Two schoolmaster-warders liable to discipline duties, 779. About 44 scholars, 799. Schoolmasters' qualifications sufficient for present standard, which might be extended to history and geography, 801–2. Schoolmaster should be relieved of all discipline duty, 809; at present he attends chapel, does his turn of evening duty, and escorts, 810–6. Suggests a definite time-table and better organisation, 870–1. Scholars are scattered over prison, 873. Schoolmaster's first duty should be to teach; he has to write letters and petitions, but he has now too many other duties to perform, 883–6. They should wear uniform, 893–4.

Juveniles get one hours' teaching daily, 780; and an hour and a half is given to adults five days a week, 782–3. Instruction interferes with hours of labour, 786. Recommends use of dinner hour for teaching, 787; and from 6 to 8 if possible, 789–91. Prisoners would not resent use of dinner hour, 878.

Class teaching should be extended, supplementary to cellular, 792–3; it would be better appreciated, 823; but there is the difficulty of collecting prisoners, 852–4, who should be selected for class teaching, 875–7.

Class I. prisoners not taught in class; no schoolroom; a ward not satisfactory, 794–8.

Lectures might be organised in officers' mess room; governor and chaplain could arrange about time; prisoners mostly not under instruction should be selected, 803–8.

Limit of sentence might be reduced to three months; with a good schoolroom and time-table 40 minutes weekly for eight weeks would be serviceable to many, 817–8, 881–2. Limit of age might be reduced to 35 for men and women, 824–5, 887–8; women over 30 make as much progress as men, 889–90.

Examines eligible prisoners personally on reception only, 819–20; by making them write their names, or dictation, and mental arithmetic, 896–7.

Education, as at present, should be part of the prison system; the suggested extension should be a privilege, 821–2.

Would re-teach prisoners who have forgotten; prisoners do not profit by their education after discharge; it does good in arousing interest and reducing monotony, 826–32.

Library sufficient; also weekly distribution of books, which is more frequent when necessary; long-sentence men might have books in first and second stage, 835–9. Popular books are "Pilgrim's Progress," "Robinson Crusoe," "Popular Educator," travels, histories, and magazines, 840–1, 891. Books might be given to first and second stage men on Sundays as a privilege, 842.

Great decrease in illiterates owing to Education Act, 843–5.

Women appreciate instruction; schoolmistress has good influence with them, 846–9. Great difficulty in finding good lady visitors, 850.

Would like to assemble prisoners in small classes without officers for moral instruction, 851.

Bibles, &c. should not be part of cell equipment; it would give ward officers too much extra work, 859–64.

Recommends more teaching of convicts doing first nine months, as a relief to the solitude, which in his opinion injures them, 865–9.

Is satisfied with school books, 898–900.

GUY, Mr. F.

Senior Scripture reader in the service; at Portland for 17 years, for first four years of which he was schoolmaster, 5090–90*c*, 5123*a*. On duty from 9 to 12.30, and from 5.30 to 6.30, 5092, 5109; on Saturdays same in morning, but goes in at 3 p.m., 5093; on Sundays, morning and afternoon, 5094, 5106.

Has never visited convicts in dinner hour except with chaplain, but might do so, 5095–8*a*, 5110.

Has a cell key only, which is enough, 5099–100. Attends chaplain on his visits, enters applications, &c., 5101. In morning does office work principally, goes to infirmary for prayers, assists convicts to write letters and petitions, 5102. Has charge of devotional but not of library books, 5103–3*a*. A prisoner plays organ, but he is responsible, 5107–8.

Saturday afternoon is the only time he can visit convicts in their cells, 5111–2. Reads to those who cannot read for themselves, separately, 10 or 15 minutes to each;

it is much appreciated; confines himself to no particular book; his visits are never resented, 5117–22.

Does not wear uniform, 5123.

HARRIS, Captain W. F. V.

Now governor of Portland Convict Prison; has been in the service 24 years, 4278–9.

It is extremely inconvenient to carry on education in public works prisons, as it interferes with work, and sufficient time cannot be found; it should be concentrated in first nine months, 4281–4, 4351–2. It is not worth while to teach men deficient in intelligence, and men over 40; chaplains are reluctant, however, to take them off school list, 4285–8. Instruction in evening, men being tired, unsatisfactory; suggests keeping them in after dinner, 4289–92, 4295–301, 4349–50. Convicts, as a body, are better educated than formerly, but many have escaped school, 4320–3. Except for "star-class" men, there is no classification of scholars by character, but classes are strictly supervised, 4324–9. They look on education as an agreeable relaxation, 4330–1.

Education in classes the only satisfactory form; men learn more quickly, 4293–4, 4302, even the backward, 4303–4.

Five schoolmasters at Portland, of whom four are off duty from 12 to 5.30, but hours could be re-arranged, 4305–8. They have no keys, 4309–11. No objection to their having same keys as the chaplain, 4312–7; but no real need, 4318. Schoolmasters should wear plain clothes, 4332–3.

Favours lectures from an educational point of view only, 4334–6. Would limit them to men who had not passed Standard IV., others can improve themselves in their cells, 4337–41. Chaplains could select men on these lines, 4342. Time might be found in the afternoon, 4343–4. Two of the schoolmasters would be capable of lecturing and outsiders might be found, 4345–6. On Sundays the scripture reader visits in the hospital, and holds service there, but does not visit men in their cells, 4348.

HEPWORTH, Schoolmaster J.

Senior schoolmaster at Borstal Convict Prison, 4693; previously at Wakefield and Chatham; 31 years' experience altogether, 4694–5.

Education satisfactory as far as it goes, *i.e.*, it enables a man to read and write, and do a small amount of ciphering, 4696–7. More time might be given, especially in summer, but there are difficulties in regard to discipline and hours of labour, 4698–701, 4807. In summer they get 40 minutes, in winter an hour and a half, twice a week, only 20 scholars out of 250 convicts, 4727–33. Use of dinner hour would be extremely unpopular, 4734–5. Men might be kept back for an hour after dinner, 4740. When a man can read a Standard IV. book he can help himself, 4797. It would be well to concentrate education in first nine months, but in that time men would not go very far, 4798–9; they might get into Standard II., 4800–1. Many look on education as a privilege, some as a matter of discipline, 4806. More time could not be given in the evenings, 4745–7. Men not too tired after day's work, 4748. About 20 or 30 in a class with two schoolmasters, no classification by character, 4752–9.

Two schoolmasters at Borstal, 4702. Takes early chapel duty in turn, 6·50 a.m. to 11 a.m., the other on from 9 a.m. to 12, and both on duty from 5·30 p.m. to 6·30 p.m. In the mornings attend to correspondence, library books, petitions, &c., in afternoon they teach; no afternoon duty on Saturdays, 4703–20. Not on duty on Sundays, but junior schoolmaster plays harmonium, 4721–4. They have no keys, which causes much waste of time, 4741–4. Is certificated; is strongly against wearing uniform, 4765–7. Would prefer to have continuous hours during the day, 4802.

Cellular teaching of not much use, classes give men chance of profiting by each others mistakes, 4735–8.

Very fair supply of library books, changed once a week, 4770–2; about 1,500 books and 240 convicts, 4773–4; each man has nine books in his cell, 4774–81.

Chaplain always examines convicts, 4782–3.

Lectures would be advantageous to convicts, would exclude men not up to Standard IV., 4785–90. Chapel could be used, schoolmasters could lecture, 4791–3. Convicts might be allowed to apply to join, 4795.

HEWLETT, Clerk and Schoolmaster-warder A.

Has had 13 years' experience as schoolmaster at Liverpool, Oxford, and Wakefield, 3197–3200. Does no teaching now, being employed at clerical work, 3204. Two other schoolmasters at Wakefield, 3205. Thinks they are sufficient, 3208. Schoolmasters should wear plain clothes, 3236–40, 3266. The schoolmasters take their turn at evening duty and Saturday and Sunday duty, 3257–9. Devotional books should remain in charge of schoolmasters, 3263–5.

Present system of education quite satisfactory, 3210; but lessons might be given daily, 3211–2. Prisoners would object to dinner hour being used for teaching, 3218–9; and thinks they would object to time between 6 and 8 p.m., 3220–1. Standard III. is high enough, 3242. Scholars will improve two standards in six months; or, on an average, one in four months, 3245–6. They appreciate instruction very much, 3271–2. School books are satisfactory as a rule, 3274.

Approves of idea of lectures, 3223; admitting all prisoners, 3225; they could be given in the chapel, 3226–8. If prisoners divided into lots, the schoolroom might be used, 3229–30. Moral instruction books for prisoners in first stage might be more interesting, such as biographies, 3274–8.

Class teaching best for wholly ignorant, cellular for more advanced, 3233, 3267.

Limit of sentence might be reduced to three months, 3248–50.

Chaplain examines prisoners on reception and on discharge, and periodically, 3268–70.

HOGGER, Schoolmaster G.

Schoolmaster at Portland Convict Prison for 26 years, 4071–3; hours, 9 to 12, and 5.30 to 6.30 in summer, 4 30 to 6.30 in winter, one day a week early duty, 4092; would prefer to be on duty from 9 to 4 or 5, 4112–4. Wearing of uniform by schoolmasters would have bad effect on convicts, 4115–7; has no keys, 4119–22.

Educational results very good considering the short time given to teaching, 4074; average of 40 minutes per week throughout the year, 4075–6. Classes held in the halls, 4084. Those in separate confinement get one hour a week, 4088–9. Convicts would object to dinner hour being used, 4096–4·02. Evening could not be further used, 4103–7. Great majority look on education as a privilege, 4133. They make one standard a year; not 10 per cent. are stationary, 4134–7.

Class teaching more successful than cellular, 4078–80; cellular might do better for lower standard men, but more staff would be required, 4086.

Lectures might be advantageous to better educated convicts; no place for them at Portland; would not object to lecturing; would not admit them below Standard III., 4123–30. Lectures given once a month would be considered a privilege, 4131–2.

Library books distributed by schoolmasters in turn; they do not examine the books, 4139–40.

HOPPING, Schoolmaster C. J.

Schoolmaster at Parkhurst Convict Prison; has 30 years experience, 3841–3. Once in three weeks takes early chapel duty in turn; regular hours from 9 to 12 and from 5.30 to 6.30, 3844–6, 3854. Has to find out whether applicants to write letters are due, 3855–7. Writes letters for certain convicts, and keeps the petition book, 3860–2. Would prefer to be on duty from 9 to 4, 3888–94. Goes off at 12 on Saturday, but on Sunday is on duty in the infirmary, 3908–10. Would object to wear a uniform, 3920–4. He alone has pass key, others have cell keys, 3954–6.

Education unsatisfactory, time insufficient, 3847–8. Suggests that scholars be kept back from labour for 1½ hour after dinner; dinner hour would not do, 3849–51, 3880, 3884–5, 3887. Three classes, averaging 20 convicts, 3874–6. Each scholar gets half an hour twice a week, 3897–8. Strongly recommends more time being given to teaching convicts in their nine months in local prisons, 3925–8. It takes about seven months to raise a man one standard, 3930. Does not exclude men from school; would prefer to exclude the hopeless cases, 3931–2. Would like to exclude four or five letter men, 3934–5, 3952–3. Would increase the length of the lessons, 3946.

Would prefer cellular teaching, but it would be impossible in a public-works prison, 3867–70; necessitating extra staff, 3901.

Chaplain examines in reading, schoolmaster in other subjects, 3883.

Library books changed daily by schoolmasters, 3916–9.

Would limit education to men under 45, 3933.

Thirty years ago lectures were given in the chapel by the schoolmaster, but were given up as an utter failure, 3937–43. Is opposed to instituting them again, 3944.

HOWARD, Mr. J.

Governor of Cardiff Prison; joined the service in 1857; formerly at Manchester and Devizes, 2821–2.

Education satisfactory at Cardiff, every man getting two lessons of 15 minutes each per week, 2823–30. Perhaps the time is not sufficient, 2381. Some require more than others, but on the whole it is sufficient, 2922–3. Would object to schoolmaster visiting prisoners in their cells during dinner hour, or between 6 p.m. and 8 p.m., 2844–8, 2934–6. Would teach up to Standard IV., or further at discretion of the chaplain, 2924–6. Prisoners generally appreciate education, 2927. About 10 per cent. illiterate, 2919.

Schoolmaster does discipline duty, attends to a ward, takes his turn at evening duty, sleeping in, and escorts, 2834–40. He should wear a distinctive uniform, 2849–50.

Devotional books should be in charge of schoolmaster; slates might remain in the cells, 2889–92.

Chaplain gives sufficient moral instruction, 2854–6. No objection to lectures, simple lessons on moral subjects (many miners in his prison, they might be taught the theory of danger in coal mines); lectures might be in chapel, and all prisoners eligible to attend, 2905–10. Males and females attend chapel on alternate week days: and on Sundays, males in morning, females in afternoon, 2914–8.

Limit of sentence might be reduced to three months; there should be no limit of age, 2861–4. Would reduce limit of age for females, 2902–3.

Class education under proper supervision recommended, 2869, 2929–33. Has no schoolroom, but three or four cells might be made into one room, 2870–4. Scholars might be located in contiguous cells, 2875–8.

Library books sufficient; changed once a week, or oftener if necessary, 2879–82. Would give books to prisoners in the second stage, and to first-stage men on Sundays only, 2883–8.

Females appreciate education and make more progress than some of the men, 2897. Has no lady visitor, and does not approve of them, 2898–901.

ISAACSON, Colonel H. B.

Governor of Reading Prison, 2942.

Education working well in a small way; time insufficient, 2943–4, 2964; it should be doubled, 2965. Sees no difficulty or danger in using dinner hour for teaching, but it would necessitate extra staff, 2967–76. If labour tasks were reduced, time between 6 p.m. and 8 p.m. might be used, 2977–84. Military prisoners are fairly well educated, 3009–13. More education might be given to convicts during first nine months, 3016–9. Standard IV. might be adopted, but Standard III. is sufficient if supplemented by trade instruction, 3020–8; but an instructor would be necessary, 3051–2. Education appreciated as a privilege, 3038–40. Scholars could not be located in contiguous cells, 3058–60.

Schoolmaster's time divided between scholastic and clerical duties, 2951, though he does discipline duty before breakfast and on Sunday, 2958–62. Satisfied with his qualifications to teach to Standard III., 3029–30. If schoolmasters do no discipline duty they should wear plain clothes, 3031–6. Devotional books should be made part of the cell furniture, 3048–50.

Infinitely prefers cellular to class teaching, 2994–5; but has not much experience of classes, 2996–9.

If time be doubled, sentence limit might be reduced to three months, 3000–5. Approves age limit as now, 3006–8.

Would not give a library book to prisoner in first or second stage—the stage system should not be touched, 3041–7. Gives an extra book to men in hospital, 3055. Books of travel and adventure the most popular, 3056.

Would like to see lectures introduced, 3061–2; would admit prisoners in fourth stage, 3063. Lecturers should be outsiders, 3065; has no room suitable and would object to use the chapel, 3066–8, but the central hall might be used; about 35 men could attend, each bringing his own stool, 3072–8.

JEWELL, Schoolmaster-Warder W. T.

Schoolmaster for 12½ years altogether; at Coldbath Fields, Pentonville, and Millbank, and for last five years at Wormwood Scrubbs, 1434–8*a*. On week days, a quarter of his time is given to teaching, and remainder to writing letters and changing books; on Sunday supervises the hospital, 1439–45, 1785–6, 1795–8, 1813–9. On duty from 7 to 5·30, 1445. There are also a schoolmaster and a schoolmaster-warder, 1446–7.

Education not satisfactory, 1448.

Prefers class to cellular teaching, 1448–9. Prisoners in second and third stages would learn more in class; at present no accommodation for teaching either class I. or juveniles in class, 1450–3.

Each scholar gets only 15 minutes per week, 1454–5. There are 220 scholars, enough to employ four schoolmasters, 1456–7, 1496–500. Relief would be given if devotional books were handed over to ward officers, but books would suffer, 1458–61. Majority of prisoners appreciate education and profit by it, 1462–5.

Does not examine prisoners, 1466–7. No limit to teaching, 1468–72.

Dinner hour would not do for education, 1473–4, 1488–9.

Would not hand over devotional books to ward officers, 1788–91. Objects to wearing uniform, 1792–3. Appointed warder, to act as schoolmaster, considers he should be free of all discipline duties, 1799–806. Thinks he should have shorter hours, 1807–12, 1822–4.

JOHNSON, Captain F.

About 19 years in the prison service; now governor of Dartmoor Convict Prison, 4493–4.

Present system of education unsatisfactory; time given too short, and much time wasted on hopeless cases, 4495–6, 4536. More time should be given to convicts in first nine months, in the mornings; difficult to find more time for the others; the dinner hour would not do, 4497–4501. Instruction now from 5.30 to 6.30, 4505–7. At Dartmoor, keeping the scholars in after dinner for teaching would disorganise the labour, 4508–11. Could locate men for cellular instruction, 4512. Some convicts appreciate instruction, but it is a farce to teach many of them, 4519–20, 4537–8, 4540–2. Would not instruct men over 40 years of age, 4539. About 300 men under instruction, in classes of from 50 to 60, 4543–4.

Cellular education would be more profitable than classes, 4502–4.

Schoolmasters at Dartmoor on duty from 9 to 12, and in the evening; they can do nothing at other times, convicts being at labour, 4514–6.

Scripture reader visits in cells on Sundays, 4517–8. Lectures, if given in the evening, would necessitate assembling some 600 or 700 men; when it is dark, a questionable arrangement, 4521–4. No objection to lectures to selected convicts in the afternoon, 4525–6. It would be less trouble to have lectures for all than for half, as that would necessitate dividing the staff, 4527–8. Lectures with magic-lanterns would be dangerous, 4530. Schoolmasters would not carry much weight as lecturers, 4531. Lectures might be advantageous to a few, but the advantage would not be permanent, 4535.

KNOX, Major J.

Governor of Leeds Prison, 2591.

Education unsatisfactory; not sufficient time, 2893–4. Teaching during dinner time would not be effective, but time between 6 p.m. and 8 p.m. might be used, 2638–51. Prisoners medically unfit and on light labour should have more instruction, as they have to work, when outside, with their beads rather than their hands, 2630–5. More men can write now than formerly, 2680–1. Thinks not 1 per cent. are illiterate, 2686–9.

Suggests that each ward should have 50 library books to be interchangeable amongst prisoners on that ward, ward officers being responsible; at present an unnecessary amount of supervision, 2596–609.

Schoolmasters might hand over charge of devotional books and slates to ward officers, 2610–3. Schoolmaster on duty from 6 to 6; takes his turn at Saturday afternoon, Sunday, and evening duty, sleeping in, and escorts; before 9 a.m. he looks after books, prepares lists for chaplain, &c., does no clerical work, 2614–22. Schoolmasters should be free from discipline work, and wear a distinctive superior uniform, 2694–707.

Approves of teaching juveniles in class, adults in cells, 2625–9.

Limit of sentence might be reduced to three months, 2636–7. Limit of age satisfactory, 2690–3.

Means of moral instruction are the chaplain's and his own talks with prisoners, 2653–7. Thinks lectures would be unprofitable owing to lack of receptivity in prisoners, but the experiment might be tried, 2658–65. Would not mind giving a "straight talk" to prisoners after Sunday afternoon service, 2666. Schoolmaster might be able to lecture, 2667–8.

Women are of very low type, 2669–70. Doubtful about lady visitors; they must be very wise persons, 2671–3. Schoolmistress has good influence, 2674. Teaching industrial arts would be beneficial, 2675.

LADBROOKE, Rev. J. A.

Chaplain at Winchester Prison for 24 years.

System of education satisfactory, 1318. Would introduce geography and grammar books as school books, 1319–21. Present system an improvement, 1327. Education interferes with hours of labour, 1370–3. Dinner hour and time after 6 p.m. might be used, 1374–8, 1417–20. Some appreciate the teaching, others do not, 1385–6. Would teach a man who had forgotten his learning, 1405–7. Satisfied with school books, 1422. Scholars not in contiguous cells, 1423. Satisfied with time given to teaching, 1426–7.

Has a fair supply of library books, 1322–3. Would not extend the privilege of books to first or second stage prisoners on Sundays, 1356–9. Changes books once a week or oftener, 1326.

Has no schoolmaster at present, but a man is acting as schoolmaster-clerk, 1328–9. He has to teach, to enter names, &c. in character book, to distribute library books, write letters for illiterates, and attend to petitions, 1332; he does no discipline duties, 1333–9. It makes no difference whether he wears uniform or not, 1341–3. On Sunday he acts as a kind of verger, 1345–51. Would leave schoolmaster in charge of devotional books, 1395–9. There is no substitute for schoolmaster, 1430–1. He keeps a diary, 1433.

Extra moral teaching on Sundays would not be beneficial, 1353. Moral instruction consists of chapel services and visits by chaplain, 1360. Silence in prison not injurious, 1408–10. Men are sometimes improved by imprisonment, 1414. Lectures would hardly be beneficial, 1361; but they might be given to men in higher stages, 1361–2; schoolroom holding 25 might serve as a lecture room, but would not approve of using the chapel, 1363–4. Would lecture himself, 1365; prisoners would appreciate it, 1366. There would be a difficulty of finding time, 1367–9*a*.

Prisoners examined on reception and on discharge by chaplain, 1387–9; and keeps in touch with scholars afterwards, 1390–1. Examines in money sums, 1428–9.

Visits females on reception and discharge, and on two Sundays in the month, 1411–3.

Prefers present system of cellular teaching to class teaching, 1380–1.

Approves three months' limit of sentence, and 40 as limit of age, 1382–4.

LEIGH, The Right Hon. LORD.

For nearly 50 years a magistrate; now chairman of the visiting committee of Warwick Prison, 5005–6.

Education insufficient; teaching should be in classes; there should be no limit of sentence, 5006*a*–7, 5018–22. Female prisoners should be taught, even if there be only one, 5008–9.

Enough time cannot be given, if teaching is cellular; in classes, prisoners would take more interest in their work; the difficulty of association could be overcome by a judicious governor, 5007, 5040–1.

Before the Act of 1877 the chaplain at Warwick Prison used to give lectures on moral subjects, and readings from "Self-Help," the "Pilgrim's Progress," &c.; they had a very good effect, 5008. Lectures were organised by chaplain, supposes prisoners were selected; the chapel was used; sees no objection to that; there would be no difficulty in getting outside lecturers, 5011–7. Prisoners used to be pleased with the lectures, 5024. Chaplains should be moved after 8 or 10 years, their duties are irksome, and they are liable to get slack, 5010. Chaplain's office is one of greatest importance; he should be a first-class man, and be much better paid, 5029–30. Lady visitors do enormous amount of good; if Home Office said they must have them, there would be more, 5031–4. They look after prisoners on release, 5035.

Supply of library books is sufficient, 5026–8.

LOWMAN, Schoolmaster-Warder J. M.

Has 13 years' service, 10 years as schoolmaster at Nottingham, 3279–81. Does discipline duty, comes on at 6 a.m., makes out list for chaplain, and keeps labour book, plays harmonium in chapel, has charge of tailoring and giving out of stores, teaches in the morning, keeps manufacturing books, takes his turn at evening duty, and alternate Saturday and Sunday duty, 3282–304. Schoolmasters should wear plain clothes, 3342–9. Devotional books and slate might be in charge of ward officers, 3377–83.

Boys get one hour teaching, daily, in class, 3288–9. A schoolmaster could not teach more than 10 to 15 each day, 3318–9. Time given is sufficient, 3327. Dinner hour would be a good time for teaching, 3328–32. Standard IV. should be maximum, 3334–6. Teaching is appreciated, 3339–40, 3353–5. Prisoners better educated than they used to be, but many escape going to school, 3356–63. They would pass a standard in about six months, 3375–6. A register should be kept showing when each lesson was given, 3384–6.

Limit of sentence should be three months, 3307–8. Approves age limit of 40, 3321–2.

Changes library books once a week, and oftener if necessary; can change about 20 books in an hour, 3309–17.

Prefers cellular teaching, 3337–8.

Approves of lectures; would give them to all prisoners, in the chapel, between 5 and 6 p.m., 3364–71.

Chaplain examines prisoners, but not quarterly, 3387–8.

MANNING, Mr. J. B.

Governor of Pentonville. Has had 36 years experience in various prisons, 2473–5.

Education satisfactory in quality and quantity, 2477–8, 2584. One hour of dinner time might be utilised for instruction, 2483–6; but not time between 6 and 8 in evening, 2487–91. General education has markedly increased; not more than 10 per cent. of prisoners are illiterate now, 2521–7. Teaching has beneficial moralising effect, 2532. Standard III. is high enough, 2537. The nine months' separate confinement good time to teach convicts, 2565. The majority appreciate education, 2588.

Prefers cellular to class instruction, 2479, 2586–7.

Devotional books should not be taken from care of schoolmaster, but slates should be made part of cell equipment, 2492–6, 2574–8. Quite satisfied with qualifications of schoolmasters, 2497–500; no objection to their wearing uniform, 2501. The schoolmasters do no evening duty, no Sunday duty, nor do they sleep in, 2503–8. No reason why they should be discipline officers; even if they were not, they could have keys and visit cells as they do now, 2514–9. They help prisoners to write letters, 2520–1. No advantage in their being certificated, 2582.

It would be waste of labour to give library books to men in first and second stage on Sundays only, 2539–41. There should be both story books and magazines, 2579–81. Library books satisfactory, 2572.

Hardly worth while to reduce sentence limit; age limit satisfactory, 2542–8.

Strongly opposed to lectures, 2549–59. Thinks present means of moral instruction sufficient; prisoners get much more of it than do persons outside, 2566.

MANSELL, Rev. H.

Chaplain at Nottingham Prison for four years, 471–3.

Education insufficient, 474–5. Suggests that schoolmasters be set aside to teach from cell to cell all day, 476, 549; but other arrangements would be necessary, 478. Has 34 scholars and a schoolmaster-warder only, 479–81. Prefers cellular to class teaching on account of contamination in latter, 482–5.

Schoolmaster is a discipline officer and acts as clerk, teaching being a small part of his duties, 486–91; is sufficiently qualified for his work, 519.

Examines prisoners on reception only, 492, 551–2*a*. Questions them from time to time, 493. Recommends more modern school books, 484–6. Would like educational picture books, 497–500.

Has complaints as to library books, 505–18.

Has very few juveniles; not taught in class but in cells; they are frequently visited, 522–5.

Thinks there are disciplinary difficulties in way of using dinner-hour for instruction, 530–4.

Lectures: is in favour of them, 542; could get up subject and lecture to a small class in the chapel, 535–41.

No schoolmistress, 543, 558.

MORRIS, Rev. D.

Chaplain at Liverpool Prison for 23 years.

System of education unsatisfactory, 1026. Prisoners do not get even half-an-hour a week, 1027–30. Education cannot be given without interfering with hours of labour, 1048–9. Dinner hour might be used, 1053; but not the time from 6 to 8, as idleness would be encouraged, 1054. If prisoner reaches Standard IV. he can instruct himself, and should be helped in any special study, 1070–4. Would teach prisoners who came back having forgotten their learning, 1118–21. Allows men to go on receiving instruction beyond Standard III., 1143–7. Prisoners regard education as part of the prison discipline, 1142. Very few prisoners have not been to school at all, 1156.

Schoolmaster's position not what it should be, 1027. His duties described, 1032–42. If relieved of discipline duty, distribution of books, and clerical duty, could give six hours' instruction a day, 1043. It would be a relief if devotional books and slates were taken from charge of schoolmasters, but difficulty would arise owing to number of Roman Catholics, 1090, 1161–5. Would have schoolmasters certificated, and in a distinctive uniform, 1132–5.

Class teaching preferable from point of view of education, cellular for disciplinary reasons, 1060–2.

Examines all prisoners personally on reception and discharge, sometimes between, 1063–5. Being familiar with elementary education can easily classify prisoners by asking them a few questions, 1150–2.

Library books satisfactory, 1139. To give a book to a man sentenced to one month would reduce deterrence of prison, if given out on Sundays only there would be difficulty of distribution, 1077–9.

If instruction commenced on reception, would reduce limit of sentence to three months, present limit of age for men and women satisfactory, 1380–9.

Objections to lectures, (1) not appreciated by majority, and unnecessary to remainder; (2) difficulty in finding outsiders with peculiar qualifications necessary; (3) inconsistent with a penal institution, and give facilities for association; (4) would offer a diversion affecting deterrency, Has tried lecturing to prisoners himself, but was disheartened, 1091–4. Chapel services, chaplain, and books give sufficient moral instruction, 1095–7. Indiscriminate association for labour a great hindrance to chaplain's work, 1098–106. Officers should be allowed to have hymn books in chapel and join in services, 1107–11. Objects to having to see a prisoner in his cell instead of in chaplain's office, 1126–31,

Lady visitors give no assistance in dealing with female prisoners, 1116–7.

NEWCASTLE, The Lord Bishop of.

Acted as Chaplain of Portsmouth Prison for some time, 1501; assisted by ten curates, one of whom visited prisoners with less than three months' sentences, whilst another visited the remainder, the Sunday services being taken by himself or any one of the curates; visited prisoners personally on Saturdays—an exceptional arrangement which worked very well, 1503, 1546–7.

Time given to education insufficient; some prisoners need more time than others, 1504, 1539. Teaching interferes to some extent with hours of labour; dinner hour might be utilised, 1505–7; also from six to eight, 1542. Standard high enough, 1509. Some prisoners appreciate education, others do not, 1511. No schoolmistress; if women taught at all, the matron acted, 1553–4; women not so apt as men, 1574–7. Would teach prisoners, even over 35, who had forgotten, or made no use of previous instruction, 1580–1.

Satisfied with qualifications of schoolmaster, 1508, 1533. Schoolmaster had a lot of clerical duties and charge of books and library, 1531. It would be an advantage to have certificated masters in large prisons, 1534. Would like to give schoolmaster more time for teaching by taking away clerical duties, 1535–7.

Had good supply of library books, 1511, 1564. Books of biography, "Popular Educator," and "Good Words," were popular, 1567–70.

In favour of cellular teaching, influence being greater over a man if you get him alone, and association being very bad, 1512–9.

Five minutes' straight talks in chapel, every morning, of great value for moral instruction of prisoners, 1513–7. Doubtful about lectures; prison should not be made attractive; chaplain should be responsible, and prisoners selected, 1518–21, 1543, 1555.

Limit of sentence might be reduced to three months, commencing instruction after first month; 40 as limit of age satisfactory, 1522–8.

Chaplain should have power to introduce discreet women visitors, 1552.

NEWMAN, Schoolmaster W. B.

Senior schoolmaster at Dartmoor Convict Prison; has 30 years' experience, 3958–61. Altogether five schoolmasters employed at teaching, 3981*a*. Hours 9 to 12 and from 5 or 5.30 to 6.30; in the morning dealing with convicts' letters, petitions, library and school books, &c.; on Saturdays off duty at 12, on Sundays plays the harmonium, but others do not come on, 3987–93. Prefers plain clothes to uniform, 4010–4. Has a pass key, no schoolmasters have cell keys, 4017–21.

Education very unsatisfactory; time and place inadequate; should have teaching daily instead of weekly, 3962–7. In summer they get 35 minutes a week, in winter 65 minutes, 3968–9. Teaching now given in the halls, a proper schoolroom most essential, 3973, 3977–8, 4064. "Old timers" do not value teaching, 3979. Men in separate confinement are taught in their cells, 3982–5. If a man has 12 marks, five for reading, three for writing, four for arithmetic, he would be excused, 4000–2. Would go higher than Standard IV., 4003–8. Three classes of 15 to 20; they sit close together, and sometimes communicate, 4025–9. Convicts would resent the dinner hour being used, 4030. The same educational results cannot be expected from convicts as from children outside, 4067–8.

Cellular teaching could not be so successful as class teaching, 3971–2.

Examinations held in March and October only, by chaplains and schoolmasters, 3994–7.

Has not considered question of lectures, 4033.

Convicts in infirmary have advantages in the way of library books, 4042. Schoolmasters do not examine library books; sometimes a warder reports a convict for damaging a book; the librarian sets aside books for condemnation, 4047–63.

NEWTON, Rev. J. K.

Chaplain at Bath and Oxford for 25 years, 264–5.

System satisfactory, 266–7, but time insufficient, 272, 312. The dinner hour might be used, and prisoners would not object, 274–6. Schoolmaster's qualifications sufficient, 267*a*. They should not have discipline duties to do, and should not wear a uniform, 268–71.

Would educate three-months' prisoners, 276–7. Age limit of 40 works well, 281–2. Women anxious to learn, but less so than men, 291–4; assistant matron teaches them for two half hours every week, in their cells, 295–8.

Examinations in arithmetic—simple money sums, addition and multiplication, but not division, 299–308; in writing, they write their names or a short sentence, 323. Examinations held quarterly, 321–2, and are recorded, 324. Library books sufficient; first-stage prisoners should not have books, 283–5.

Lectures approved of experimentally, 288–90.

Cellular better than class instruction, 313.

Prisoners use their education profitably, 325–6.

Would re-educate a man who had forgotten what he had learned, 328.

Many children forget, but are easily taught again, 329.

NORTON, The Right Hon. LORD.

The primary object of imprisonment is deterrence, with which education must not be allowed to interfere; but if people are kept in prison for lengthly periods, education and moral instruction must be introduced, 5042. The present system is ineffective owing to deficiency of staff. Chaplains at large prisons can only see individuals in their cells once in three months; they have too much to do; they should have assistant chaplains and Scripture readers to help them, 5043. Suggests the employment of men with certificates from bishops, to read and expound the Scriptures, and to read interesting books to prisoners, 5045.

Strongly recommends class instruction; it excites the interest of the prisoners, besides being a great saving of

time; governors would be able to exercise discretion in associating men who would not harm each other, 5046, 5049*a*.

Is strongly in favour of lectures, 5047–7*b*, but would not have them given in the chapel, 5050–1. It is a most important thing to make chapels more like places of worship. A good chapel such as that at Wormwood Scrubbs is a great means of moral influence, 5047*b*.

Idleness being at the bottom of nine tenths of crime, the mark system, as an incentive to diligence, is very important, 5047*b*.

The libraries are very good, 5047*b*.

Lady visitors do excellent work, 5048.

OAKLEY, Schoolmaster-Warder T.

Fifteen years in the service; ten and a half as schoolmaster; always at Preston, 1908–10A. On duty 6 a.m. to 6 p.m.; teaching from 9·30 to 11·30 a.m., and from 2 to 3 p.m., 1912–4. About 25 scholars a year, taught in cells, 1915–9.

Employed in discipline and clerical work, 1928–33.

Writes letters and petitions for illiterate prisoners, 1936–40.

Distributes and collects letters, and distributes books, 1941–3. Relieves reception officer twice a week, and on alternate Saturdays; takes turn of evening duty and sleeping in, is seldom called up, 1945–60. Other duties interfere with teaching, 1961. Schoolmaster should have distinctive uniform, and do no discipline duty, 1962–4. Slate should belong to cell, but not devotional books, 1995–7. Detail of time given to teaching for one week, 1998–2009. Fills up character book, 2012–3.

Not enough time given to education; using dinner hour would be of only slight advantage, 1921–5. Every prisoner gets 15 minutes twice a week, 1970–1. They should be taught up to Standard V., 1971A–4.

Prisoners appreciate instruction very much, 1975, 1993.

Scholars in Class I. not taught in class, no proper room for it, 1978–9, 1984–5. Age limit should be 30, 1993–4. Boys waiting trial not taught, 2018–9.

Most prisoners under instruction have been to school before, 2040–2.

Chaplain examines on reception and discharge, and quarterly, 1926–7.

Has a very good supply of books, 1965. Changes them every week, 2016–7.

Prefers cellular to class teaching; has tried both, 1976–7.

To prevent talking, prisoners should be four paces apart, 1980.

Lectures would be advantageous, 1987. Should be given by chaplain; would do it himself to a certain extent, 2034–5.

PARTRIDGE, Lieut.-Colonel S. R. B.

Governor of Parkhurst Convict Prison for last four years; previously 10 years at Portsmouth, and four at Borstal, 4420–1.

Educational results are fair, 4422–5. More time might be given, but not without interfering with labour, 4426. Classes held in evening for about 25 minutes; dinner hour could not be used; it is already fully occupied, but some cellular instruction might be given, 4427–33. Evening quite impracticable, 4434–8. More teaching might be done during first nine months, 4448. Classes number 10 or 12, held in the hall, under supervision, 4452–6. Keeping convicts back for school after dinner would cause a lot of trouble, 4472–4. They could not be located for cellular instruction, 4475–9. Educating habitual criminals is hopeless, they rather dislike it, 4486–90.

Schoolmasters at Parkhurst have keys, like other officers, 4439–46. Plain clothes better than uniform, 4447.

Thinks class education, perhaps, better than cellular; no experience of cellular, 4449–51.

Scripture reader assists chaplain, visits cells during dinner hour and in evening; plays harmonium on Sundays, he might visit convicts on Sunday afternoons, 4457–61. Many invalids at Parkhurst in the infirmary, they have no extra privileges in way of books, 4463–71. Lectures would not do much good, except to "star-class" men, 4480. Extra staff would be necessary, 4481–4. If they were adopted they might be given in the evening school-time, 4485.

Library books changed once a week. 4470.

PHIPPS, Rev. J. T.

Chaplain at Portland Convict Prison; has had long experience, 3594–5.

System of education unsatisfactory, not enough time, 3596–7. One lesson a week of 40 minutes on an average, 3599–600. Evening a bad time, men being tired; time from 12 to 1 might be used, 3601–3. Doubtful whether prisoners would object to dinner hour being used, 3608–11. Would approve of convicts being kept in from labour in the morning, if possible, 3612–4. Time between 6.45 and 7.45 might be utilised for instruction, 3615–6 Convicts consider education to be a privilege, 3619. Those who have passed Standard VI. in reading and Standard IV. in writing are excused school, 3620–1, also the infirm, 3622; but not those who are only disinclined, 3624–6. In 1869, illiterates at school averaged 31 per cent., in 1895, 21 per cent., though the difference in attendance at school is only 3 or 4 per cent., 3627–9. Classes number 25 to 30, 3630. More instruction of convicts doing their months probation in local prisons would be advantageous, and would reduce the education in convict prisons, 3660–6.

Class instruction much better than cellular, 3606, 3644; has never known evil to arise from association in class, owing to strict supervision, 3634.

At Portland, five schoolmasters, 3636. One is on duty from 7 to 10 and from 2 to 4; the remainder are off duty from 12 to 5 every day; they would prefer to be on from 9 to 5; they take it in turn to do early duty, 3637–42. They all do three hours in the morning, 3643. Would not give keys to schoolmasters, 3646–53. They are all off duty on Saturday afternoons, 3704. Their time is fully occupied, 3717–8. It averages four hours a day, 3725. Would give them more discretion in teaching under the chaplain, 3726–8. They should not wear uniform, 3729.

Library books changed twice a week; convicts write name of book wanted on slate, 3667–70. Schoolmaster changes books himself, 3671. Has an ample supply, 3672.

Holds examinations personally every six months, as far as division and multiplication of money, 3674–8.

Approves idea of lectures; would admit convicts who had passed Standard VI. for reading and Standard V. for writing, 3680–5; or they might be limited to star-class men, 3686–9, 3700. Would not keep out men with many previous convictions, 3701–2. Outside lecturers would be best, but would lecture himself, and so would schoolmasters, about once a month, in the chapel, 3691–8. Convicts should be examined on the lectures, 3719–22. Scripture reader visits men in their cells to advise and instruct, 3708–9. Hours like those of schoolmasters, 3710. Would not approve of his visiting in the dinner hour, 3713.

PIGOT, Rev. O. F.

Chaplain at Kirkdale and Wandsworth 27 years, 164–5.

Schoolmasters should not be warders, 167–9. Qualifications sufficient, 211–7. On duty alternate Sundays, and do night duty, 256–8.

Lectures: religious standard of prisoners very low. Would be glad to give lectures himself. Schoolmasters not qualified, 170–4. The chapel could be used, 175–6. Fairly well-educated men would appreciate them, 188–93, 239.

Examinations held on reception and discharge, 178–9; in reading, up to Standard III., in arithmetic, up to addition, 248–55.

Some prisoners cannot read or write, 180.

Each prisoner gets about 20 minutes' instruction twice a week, which is not sufficient, 181–3; dinner hour might be utilised, but prisoners would grumble, 184–5. Cellular teaching preferred to classes, 194–7. It would not be worth while to teach three-months' prisoners, 198–203. Present rules as to age limit satisfactory, 204–8. It is worth while to teach men who have forgotten, 209–10.

Library books: one a week is sufficient, but sometimes allows more, 218–9. Books supplied every year, novels, &c., 236–8. Prisoners do not draw in their books, 241. Magazines are popular, 220, 262. Picture books are used, 263. It would be a good idea to hand over charge of religious books to officers in charge of wards, 222–9. Books are changed by schoolmasters, 231–5.

Letter writing for prisoners done by schoolmasters when necessary, 243–6

Education is regarded by prisoners as a privilege, 259.

PLUMMER, Lieut.-Colonel H.

Governor of Borstal Convict Prison; has been 10 years at Borstal; previously seven years at Dartmoor, 4356–7.

The heavy part of the education should be given in the first nine months, 4358. The time given in winter is sufficient, but not enough in summer, 4360. There might be voluntary cellular instruction during dinner hour, 4361–2, 4388–90. Convicts would not object to it, 4365–7. Time from 6 to 7.30 might be used, 4368–71. Majority better educated than they used to be, 4385–6. Almost impossible to classify scholars according to character, but chaplain tries, 4391–3. Educated convicts teach themselves foreign languages, 4413.

Prefers cellular instruction on principle, if it could be managed, 4363–4. It would be difficult to locate convicts for cellular instruction, 4394.

Two schoolmasters at Borstal, 4408. They have no keys, but would need them if cellular instruction were given in evening, 4373–6. No advantage gained if they had to wear uniform, 4377.

Would approve lectures if they combined good moral teaching, but not if merely educational, 4378. One school night a week might be given to it, for selected prisoners who wish to improve, 4379–81. The chapel could be used, 4382. Schoolmasters could lecture, and outsiders would come, 4383–4, 4412. Magic lantern would not do, 4409. It would be a good thing to vary monotony, 4411. A scripture reader much needed at Borstal, 4404–6. Diocesan missioner should be sent for a week yearly, 4414–9.

Library a valuable influence, 4395. Books changed once a week or oftener; no reason why convicts should not have two books a week, 4396–400. Supply is ample, 4401–2.

PRITCHARD, Chief Warder G. A.

Now chief warder at Reading, formerly schoolmaster at Wandsworth; had 16 years' experience as schoolmaster, 2385–7.

System of education very imperfect; time is too short, 2388–91*a*, 2454. Dinner hour should not be interfered with, though wholly ignorant might not object, 2393–4, 2465. Prisoners appreciate education, 2395. Illiteracy has decreased, only about 6 per cent. of illiterates at Wandsworth, owing to better education outside, 2410–7. Standard III. sufficient, they can then help themselves, 2422–7. Time between 6 and 8 might be used for instruction; recommends that scholars have less work to do, 2466–72.

Sentence limit might be reduced to three months, would not alter limit of age, 2418–21.

A very good supply of books; hardly approves of idea of giving books to men in second stage, but would not be against it, 2429–31. Would approve of first stage men having library book on Sundays, but insufficient staff to distribute them, 2453.

Not in favour of lectures, owing to difficulties in classification, and because books would do more good, 2432–5.

Cellular preferable to class teaching, 2436–9.

Did no discipline duties when schoolmaster, nor did the schoolmaster-warder, but latter slept in once a week, 2396–2400. Was on duty from 6 a.m. to 6 p.m., 2401. Schoolmasters should have a distinctive uniform, 2404–7. Schoolmasters complain of having such short time for scholastic duties, 2408. It would relieve the schoolmasters if charge of devotional books were taken from them, but it would be bad for the books, but slates might be part of cell equipment, 2444–52.

Chaplain always examined prisoners, but not quarterly. When ready to be advanced in standard, they were brought before him, 2458–64.

RICKARDS, Rev. C.

Has 20 years' experience as chaplain in the convict prison service, 3392.

System of education unsatisfactory, owing to insufficient time, and teaching in the halls, 3393–6. Classes of from 6 to 20 are held between 5.15 and 6.15 p.m., when men are very tired, 3403–11. Twenty years ago it was done in the morning, men being brought in from labour, 3412–4, 3423. Each scholar now gets 20 minutes' instruction once a week, 3442–3. Instruction is appreciated, 3415, 3425. Gets a few illiterates, 3417. General growth of education has not affected them, 3419–21. Convicts in separate confinement should have one hour instruction daily, 3437, 3465; if they could not learn in that 9 months, would teach them no more, 3466–7; then the staff of schoolmasters in convict prisons could be reduced, 3477. On an average they rise one standard a year, 3438. School books are suitable enough, 3457. Teaches up to Standard V., 3468–9. Dinner hour might be utilised, 3431–2.

Cellular teaching would be far better if there were time for it, 3399, 3449–51.

Schoolmasters are certificated; they do not carry keys, but sees no objection to their having them, 3427–30. Has five schoolmasters, 3440. They change library books in the morning; considers this foreign to their duty, 3472–3.

Examines scholars twice a year, schoolmaster examines on reception, 3445–6.

Scripture reader looks after religious books; he does no school teaching, but takes a Bible class, 3459–60. He works under the chaplain, and visits prisoners when he can, i.e., from 12 to 1 p.m. and from 5.30 to 6.30 p.m., 3475–6. Is very much in favour of lectures, 3478–9. Would himself lecture, 3480. Would require a room to be specially built, and would want a magic lantern or pictures, 3481. Prisoners should be selected, 3482. The winter would be best time, 3483; about once or twice a week, 3490. Technical subjects would require special teachers, 3484. Modelling, &c. might be taught, 3487. Compared with outsiders, convicts have better opportunities of moral improvement; an assistant chaplain is urgently required, 3492–6. The only time he can visit is from 12 to 1 and from 5.30 to 6.30, visits during the dinner hour, 3497–8.

Prisoners in infirmary have as many books as they like, 3499. Those in their cells leave a note on the slate of name of any books they especially want, 3500. Popular books are histories, dictionaries, encyclopædias, Popular Educators, 3503–4.

ROLFE, Rev. C. T.

Chaplain at Canterbury and at Portsmouth, since 1884, 674–6.

Education sufficient, 677–84, 741. One schoolmaster; not in uniform, two hours a day, 685–9, 694. Average number of scholars, 12, 690. No class instruction, 696. Class instruction preferred, 699–702, 750–1, 765. Not enough prisoners in Class I. to form a class, 703. Would reduce limit of sentence to three months, 707–9. First-stage men should not receive instruction, 710. Age limit of 40 sufficient, 711. Has had no applications to be taught from men over 40, 712. Has good supply of library books. changes them weekly or oftener, 716–9.

Lectures might be given if time found, dinner hour might do, could lecture for 15 or 20 minutes twice a week to specially selected prisoners, 720–4; but an outsider would be better, 725–6; chapel might be used, 727–8, 731. Means of moral instruction sufficient, 729. Sunday might be utilised for instruction by outsiders, 733–4. Sunday a long day, first-stage prisoners might have a library book on that day, 735–7. Schoolmaster gives out books, 738.

Standard of instruction might be raised to Fourth, 743–5.

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Examinations quarterly, 759. Prisoners would not resent the taking of the dinner hour for teaching, 761, 767–8.

Satisfied with school books, 769.

Choir practice every Saturday morning, 770–1.

SCHNADHORST, Rev. E.

A member of the London School Board, 4600. Takes special interest in prisons, having visited many in London and in the country, 4601–2.

Education in prisons ineffectual and bad before 1879, 4602*a*–6. Still open to improvement, 4607. It may be a means of reformation, but does not help prisoners to get employment, 4609–11. More time should be given, and education should be made strictly compulsory, 4612–21. Does not think that teaching in labour hours would lead to scheming, 4632–3. Not many appreciate education, 4635. Want of education brings many to crime, 4636–8; but Criminal Statistics of Scotland do not support that view, 4639–41.

Prisoners are better educated now than they used to be, 4642–3. Remarks on ragged and industrial schools, &c., 4644–6.

Would re-teach prisoners who had not made use of previous opportunities, 4647–8.

In favour of lectures as a means of elevating the mind, by varying monotony of labour; though whilst at labour would keep prisoners hard at it, 4623–9.

SHARPE, Rev. T. W.

Senior chief inspector under the Education Department. Was a member of the committee which established the present system of education in 1879, 4545–6.

System seems to work well, 4548. Standard III. is sufficient, as it enables men to read library books and do money sums, 4551–2, 4555–7. It would take an illiterate prisoner a year or two to attain Standard III., he might stumble through Standard II. reading book in nine months; two hours a week should be the minimum instruction given, 4559–61; he might then get through Standard II. in a year, 4566–7. Adults are much slower in learning than juveniles, 4564. It would be a great gain to increase the instruction of convicts during first nine months, 4570.

Education and lectures, &c., should be under the chaplain, 4571–3. Standard VI. as taught in convict prisons is equal to Standard IV., 4580.

If time could be spared would teach prisoners with sentence of three months, 4549–50.

Schoolmasters are qualified to teach up to Standard III., 4554, 4569.

Recommends class teaching in preference to cellular, 4562–3, 4576–8.

Strongly in favour of lectures with magic lanterns; they could be given in the chapel, 4589–95.

National Society's reading books are not quite up to those of some other publishers, 4599.

SPILLER, Schoolmistress J.

Has been schoolmistress for many years, for last three years has been governor's clerk; now at Aylesbury Female Convict Prison, 4144–5, 4164. Four schoolmistresses at Aylesbury, but only two employed in teaching, 4161–3. They do not have any keys, which is a disadvantage, 4180–6.

Education not altogether satisfactory; an hour a day should be given to it, 4146–7, 4154–6. Teaching in class; each convict has one lesson weekly, 4148–9, 4153. Efforts concentrated on women in their first nine months, 4157, 4190–1. Education is appreciated, 4158–60. They would be averse to lessons in the dinner hour, 4170–2. They are discharged from school on attaining Standard V., 4196. Out of 107 at school 46 are illiterates, 4198–202.

Class teaching more successful than cellular, 4150–1.

Library books changed once a week, or oftener if necessary; women in infirmary get two books a week, 4187–9. An amply supply, 4206.

Examinations held on reception, and every six months, by chaplain and schoolmistress, 4192–5.

Would not like to give an opinion on the subject of lectures, 4203–2.

STOCKEN, Rev. W. F.

Chaplain at Pentonville Prison and at Coldbath Fields: 30 years' experience, 1–3. Educational results satisfactory, 4.

Limit of sentence to four months approved, 5–7. Would not educate prisoners over 40 years of age, 9. Would teach those who have forgotten, 10, 92–4. Class and cellular teaching, the latter preferred, 11–16, 95–8, 114.

Examinations held quarterly, and results recorded, 17–21, 76–8. Fifteen minutes instruction twice a week is sufficient, 22–23. Some are anxious to learn, others are not, 24–5.

Schoolmasters' qualifications satisfactory, 26. One is certificated, the other is not, 142–4. Their duties, in addition to teaching, consist of distribution of books, letter and petition writing, and collection and distribution of Bibles, prayer books, hymn books, and slates. Recommends that last-named duty be transferred to discipline staff, 28–31, 160. Doubts whether teaching could be carried out during the dinner-hour, 32–7, 58.

A man who can read is given a library book; would not give books to second-stage prisoners, not even on Sundays, 38–43. Would not change books oftener than once a week, except in special cases, 44–5. Approves of present catalogue; various books are popular; does not get periodicals, 115–7. Books are changed straight off. They are examined by the schoolmaster. Fly-leaves and pictures are taken out, 154–6.

Moral instruction is given by chaplain; visits long-term prisoners once in three months, 47. Prisoners benefit themselves; if they want to improve themselves they can do so, 59–62.

Has not considered the possibility of giving lectures to prisoners; objects to the idea as it would necessitate association, 48–53. Schoolmaster would not be capable of lecturing, 54. Not even 5 per cent. would benefit by lectures, 63–4. Individual teaching better than lectures, 65–6. Prisoners would consider lectures troublesome unless made attractive; would probably consider them a privilege, as giving means of communicating, 118–9.

Chapel services; occasionally gets in clergymen from outside; prisoners like it, 67. Plenty of singing at services, but disapproves of emotional excitement, 68–70. Some prisoners have good voices and a knowledge of music; difficulties about an organist; 4*l.* per annum allowed to a prison warder for playing organ; 10*l.* per annum to an outsider, 71–4.

Education is made subservient to prison rules and labour; discipline duties of schoolmasters interfere with their teaching; also letter writing, &c.; schoolmasters do no night duty, and are off duty on Saturday afternoons and Sundays, 80–91, 129–35. Assisted by schoolmasters, examines all prisoners eligible for instruction when they come in and when they go out, 99–100. Many prisoners can neither read nor write, notwithstanding the Education Act, 101–2. Each schoolmaster gives 11 hours instruction per week, 105. Prisoners are not in contiguous cells, being located for purposes of labour rather than instruction, 108–13. A prisoner is passed for reading if he can read fluently from the Third Standard book; for writing if he can write a simple sentence; for arithmetic if he can do a simple sum of addition of money, 120–4. Could not extend instruction without increasing the staff, 127–8. Owing to exercise, &c., schoolmasters could not utilise Sunday afternoons for moral instruction, 136–7. Schoolmasters uniform should be distinctive, 138–40. Schoolmasters keep a diary, of what they do, 140–1. Boys' classes held in chapel, no room being available at Pentonville, 145–8. There are a few desks used for the boys in "C" ward, 149.

Knows of no bad results from teaching, 150–1. Schoolmasters do not write letters for prisoners in Third Standard, 157.

Has no suggestions to make, 162.

TALLACK, Mr. W.

Secretary of the Howard Association; about 30 years' experience at home and abroad, 4649–50.

Education the weakest part of our prison system, 4651–3. All prisoners should receive instruction, and some time should be given to it; it is an important element in reformation, 4653–62. Would make education compulsory, but it should not be used so as to relax the deterrent influence, 4689–92. Would teach the use of tools to prepare men to learn a trade, 4687.

In favour of cellular education, 4663, 4686. In Philadelphia State Prison there is no chapel or schoolroom; religious services held in wards, cell doors being partly open, and instruction is cellular, but men of good position visit the prison and encourage the scholars, 4684–5.

Schoolmaster warders should be better educated men than they are, and should be men of weight of character and influence, 4664–72. System of educating the instructors in foreign countries described, 4687–8.

Lectures would be very desirable, 4673–6; especially for men who cannot read, and for short-time men, 4677. They might be given to prisoners generally, in the chapel, 4678–9. Such subjects as temperance, thrift, and perseverance would be suitable, 4680–1. Lecturers could easily be found, 4682. Recommends appointment of a special educational prison inspector, 4683.

TRUSS, Rev. W. N.

Chaplain at Knutsford Prison for 27 years, 903–5.

System of education unsatisfactory; many transfers to Knutsford with but a short time, 906–7. No class teaching; schoolmaster visits cells one hour three times a week, having no more time to give, 909–14.

Schoolmaster is on duty from 8 a.m. to 5 p.m. on week days; he prepares lists of discharges and receptions, attends chapel, examines all receptions, attends to books, letters, and petitions, distributes library and other books; on Sundays on duty from 9 to 12 and 1.30 to 4.15; does not do night duty or clerical work, 915–24, 1005–6. He is not certificated, 925–6.

Schoolmasters should not wear uniform or do discipline duty, 927–8, 1007–8.

Limit of sentence should be reduced to three months, and instruction should commence after first month, 929–36.

Limit of age, with present discretionary rules, might stand at 40, 937–40.

Would not raise present standard, 941.

Time from 6 p.m. to 8 p.m. might be used for teaching; also the dinner hour, to which prisoners would not object, 942–6.

Library books: weekly distribution is sufficient, uses discretion to make it more frequent; books given out on Mondays, 947–57. Prisoners in first stage should not have books, 961–5; but first and second stage prisoners might have one on Sundays, 966. Books of adventure and magazines are popular, 967–8. Has an excellent library, 968*a*–9.

Chaplain's visits are sufficient moral instruction, 970.

Lectures might do good, but technical instruction more useful; if staff were increased there need be no difficulty in organising them; would lecture himself once or twice a fortnight, or would get some one else in, 971–80.

Has a good schoolmistress, exercising good influence; she works two hours a day, 985–8. About nine women under instruction, anxious to learn, 988–9.

No choir practice, but hearty singing, 991–2.

Examines personally on reception, and quarterly, 995–7. Tests are dictation and addition of money, 999–1003.

Supervises schoolmaster and schoolmistress, 1009–11.

Would not make devotional books part of the cell furniture, 1013–5.

Cellular preferable to class teaching, as the latter causes first offenders to associate with old hands, 1016–7. Has no schoolroom and can suggest no alternative for one, 1018–22.

WALKER, Miss S. A.

Matron at Preston, formerly schoolmistress at Walton, Liverpool; 16 years' experience of prison education; joined the service in 1873, 4809–13.

The teacher should have more time and give longer and more frequent lessons, 4824–7. Education is generally appreciated, 4842–3. Not many illiterates at Preston, 4846. Dinner hour might be used for teaching, it was tried some years ago, and no prisoners objected, 4858–61; but evening could not be used, 4862–4. Some scholars go up a standard in six months, 4873. Some use the instruction after their discharge, 4885.

As schoolmistress at Walton only got about seven hours a week for teaching, owing to discipline duties, 4817–23. The schoolmistress at Preston attends on doctor and chaplain on their rounds, does evening duty, &c., 4834–8. If devotional books were taken from charge of schoolmistress it would possibly be a relief, 4865–8. They should wear a distinctive uniform, 4883–4.

Cellular teaching preferable to classes, 4840–1.

Lectures on home industries, cooking, sewing, &c. would be beneficial, 4852–4.

In infirmary prisoners' books are frequently changed, sometimes three times a week, 4880–2.

Would reduce limit of sentence to three months, 4878–9.

WHEELER, Rev. J. B.

Chaplain at Parkhurst Convict Prison; has been in the service since 1870, 3732–4.

Education hardly satisfactory, owing to association of old criminals with younger men, 3735–6, 3819–20. On the whole the time given is sufficient, in summer two lessons of ½ hour, in winter of 1½ hour, per week, 3737, 3743. Classes held in the evening; suggests that scholars be brought in from work an hour earlier, 3744–8. Dinner hour could not be utilised, as it would interfere with governor and medical officer, also convicts enjoy the rest it gives them, 3750–5, 3834. Class is held in the warders' hall, a discipline officer always being present, 3777–9; members vary from 40 to 50 in the class room, but they are in different classes, 3798–9, 3833–7. One hundred convicts receiving education, 3739.

Has three schoolmasters, 3741. Hours, 9 to 12, and in the summer 5.30 to 6.30, in winter 4.30 to 6.30, 3758–61. Their time is fully occupied with letters, petitions, &c., 3762–4. The senior alone has a key; all should have keys, 3788–94. They should not wear uniforms, 3821–3. Devotional books should remain in their charge, 3824.

Examines all convicts on reception, and half yearly, assisted by the schoolmasters, 3767–76.

One scripture reader at Parkhurst, 3741–2, 3783–4. Plays harmonium on Sundays, attends to applications to chaplain, and has a library of religious books, 3785. Does not visit in dinner hour, has no key, 3787–9. As to lectures, thinks they would not be practicable at an invalid prison like Parkhurst, 3801–2. They were tried at Woking years ago, and proved a failure; convicts did not care to go to them, 3803–13. Many would welcome them as a variation of the monotony, 3815; but suggests that trade instruction would be more useful, 3816–7.

Prefers cellular to class teaching, 3795–6, 3832.

Obtains books for the educated and the uneducated; has standard biographies, travels, and novels, 3828.

WILLIAMS, Rev. C.

Chaplain at Manchester, previously at Morpeth and Dorchester for 11 years.

System of education satisfactory, 1171–2. Great improvement, 1240*a*–1, 1264–6. All prisoners eligible get 15 minutes twice a week, 1184–6. Dinner hour might be used, 1189–93. Education regarded as a privilege, 1284–5. Very few need secular instruction, 1310.

Has one schoolmaster-warder, 1176; he issues devotional books, changes library books, prepares lists of receptions, discharges, and punishments, writes letters and petitions, 1180–1. He does discipline duty, 1211–4, 1275*a*–83. In first-class prisons, schoolmasters should wear a distinctive uniform, 1215–8, 1302–3. Schoolmasters should be responsible for devotional books, 1304–7.

Examines prisoners on reception and discharge and at stated intervals, 1194–9, 1269–73. Tests them in addition of money, but not in multiplication, 1296–9.

Cellular preferred to class teaching, 1205–6. Would not approve of class teaching being allowed as a privilege, 1246–7.

Approves of present limit of four months' sentence, 1219, and of 40 years' age limit, 1221*a*.

Satisfied with library, changes books once a week and oftener, if necessary, 1223–5. Books of travel and adventure and periodicals are most popular, 1255.

Is not in favour of lectures, but they might be tried, and given in the chapel, 1230–9. Means of moral instruction chaplain and schoolmaster are sufficient, 1242–3.

In favour of a lady visitor, 1250. Short-sentence women difficult to influence, 1252.

W. P. (Male Prisoner).

Enjoys being taught, 1596.

At school as a child for three months only, leaving when 11 years old, 1597–9.

Was in Standard II., but forgot it all, 1600–3.

Hopes education in prison will enable him to get better work outside, 1604–5.

Would not object to being taught in dinner-hour, 1620.

During previous sentence, learned multiplication, which was of use to him in work outside, 1636–41.

A. B. (Male Prisoner).

Never went to school, 1656, 1668–9.

Now learning arithmetic, which will be of use to him as a coster when outside, 1657–61.

Likes schooling, 1674; and would like to have it in the dinner-hour, 1662–3.

B. C. (Male Prisoner).

Never went to school, 1688.

Anxious to learn reading, writing, and arithmetic, 1696. It would enable him to get a job in a shop, 1697–8.

W. F. (Male Prisoner).

Is being taught in Standard II., 1706. Teaches himself in the evenings, 1714–6.

Would like to be taught during dinner-hour, 1721–2.

Thinks that education would help him in his work as a gardener, 1733–4.

G. C. (Male Prisoner).

Has been to a board school and passed Standard IV., 1742–4, 1754, 1761; but has forgotten his knowledge 1749–50.

M. H. (Female Prisoner).

Has never been to school, 1834. Is now learning reading, writing, and addition sums, 1831–3.

Knew nothing when she first came in, can now read a letter, 1856–9.

Would like to be taught during dinner hour, 1861.

K. T. (Female Prisoner).

Knew nothing when she came in, can now read and write, 1874–7, 1883–5.

Education will be useful when she goes out, 1887–91.

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SCHOOLMASTER W. B. NEWMAN:

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Education is made subservient to prison rules and labour; discipline duties of schoolmasters interfere with their teaching; also letter writing, &c.; schoolmasters do no night duty, and are off duty on Saturday afternoons and Sundays, 80–91, 129–35. Assisted by schoolmasters, examines all prisoners eligible for instruction when they come in and when they go out, 99–100. Many prisoners can neither read nor write, notwithstanding the Education Act, 101–2. Each schoolmaster gives 11 hours' instruction per week, 105. Prisoners are not in contiguous cells, being located for purposes of labour rather than instruction, 108–13.

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REV. C. GOLDNEY:

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Education, as at present, should be part of the prison system; the suggested extension should be a privilege, 821–2.

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Great decrease in illiterates owing to Education Act, 843–5.

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Standard of instruction might be raised to Fourth, 743–5.

Prisoners would not resent the taking of the dinner hour for teaching, 761, 767–8.

Satisfied with school books, 769.

REV. W. N. TRUSS:

System of education unsatisfactory; many transfers to Knutsford with but a short time, 906–7. No class

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teaching; schoolmaster visits cells one hour three times a week, having no more time to give, 909–14.

Would not raise present standard, 941.

Time from 6 p.m. to 8 p.m. might be used for teaching; also the dinner hour, to which prisoners would not object, 942–6.

REV. J. A. LADBROOKE:

System of education satisfactory, 1318. Would introduce geography and grammar books as school books, 1319–21. Present system an improvement. 1327. Education interferes with hours of labour, 1370–3. Dinner hour and time after 6 p.m. might be used, 1374–8, 1417–20. Some appreciate the teaching, others do not, 1385–6. Would teach a man who had forgotten his learning, 1405–7. Satisfied with school books, 1422. Scholars not in contiguous cells. Satisfied with time given to teaching, 1426–7.

REV. C. WILLIAMS:

System of education satisfactory, 1171–2. Great improvement, 1240*a*–1, 1264–6. All prisoners eligible get 15 minutes twice a week, 1184–6. Dinner hour might be used, 1189–93. Education regarded as a privilege, 1284–5. Very few need secular instruction, 1310.

REV. D. MORRIS:

System of education unsatisfactory, 1026. Prisoners do not get even half an hour a week, 1027–30. Education cannot be given without interfering with hours of labour, 1048–9. Dinner hour might be used, 1053; but not the time from 6 to 8, as idleness would be encouraged, 1054. If prisoner reaches Standard IV. he can instruct himself, and should be helped in any special study, 1070–4. Would teach prisoners who came back having forgotten their learning, 1118–21. Allows men to go on receiving instruction beyond Standard III., 1143–7. Prisoners regard education as part of the prison discipline, 1142. Very few prisoners have not been to school at all, 1156.

SCHOOLMASTER-WARDER W. JEWELL:

Education not satisfactory. Each scholar gets only 15 minutes per week, 1454–5. There are 220 scholars, enough to employ four schoolmasters, 1456–7, 1496–500. Relief would be given if devotional books were handed over to ward officers, but books would suffer, 1458–61. Majority of prisoners appreciate education and profit by it, 1462–5.

Dinner hour would not do, 1473–4, 1488–9.

BISHOP OF NEWCASTLE:

Time given to education insufficient; some prisoners need more time than others, 1504, 1539. Teaching interferes to some extent with hours of labour; dinner hour might be utilised, 1505–7; also from 6 to 8, 1542. Standard high enough, 1509. Some prisoners appreciate education, others do not, 1511. No schoolmistress; if women taught at all, the matron acted, 1553–4; women not so apt as men, 1574–7. Would teach prisoners, even over 35, who had forgotten, or made no use of previous instruction, 1580–1.

SCHOOLMISTRESS-WARDER E. BRODIE:

System of education satisfactory in some respects, 2161. Not sufficient time, 2176. Prisoners would object to use of dinner hour, 2177–9. Standard III. sufficient, 2189. Many illiterates, of very low class, 2191–5, 2198. Education appreciated, 2196, 2220–1. Multiplication of money taught, 2200–2. Would not alter age limit, 2209–12.

CHIEF WARDER G. A. PRITCHARD:

Now chief warder at Reading, formerly schoolmaster at Wandsworth; had 16 years' experience as schoolmaster, 2385–7.

System of education very imperfect; time is too short, 2388–91*a*, 2454. Dinner hour should not be interfered with, though wholly ignorant might not object, 2393–4, 2465. Prisoners appreciate education, 2395. Illiteracy has decreased, only 6 per cent. of illiterates at Wandsworth, owing to better education outside, 2410–7. Standard III. sufficient, they can

EDUCATION—*cont.*

Local Prisons—cont.

then help themselves, 2422–7. Time between 6 and 8 might be used for instruction; recommends that scholars have less work to do, 2466–72.

SCHOOLMASTER-WARDER T. OAKLEY:

Not enough time given to education; using dinner hour would be of only slight advantage, 1921–5. Every prisoner gets 15 minutes twice a week, 1970–1. They should be taught up to Standard V., 1971*a*–4.

Prisoners appreciate instruction very much, 1975, 1993.

Scholars in Class I. not taught in class, no proper room for it, 1978–9, 1984–5. Boys waiting for trial not taught, 2018–9.

Most prisoners under instruction have been to school before, 2040–2.

REV. J. A. ADDISON:

Education satisfactory, as judged by results, 2231–2, 2284. Dinner hour might be used; prisoners would not object, 2262–7. Would teach up to Standard IV., 2286–7. Many miners and farm labourers at Wakefield and Hull who have escaped the Education Acts, 2288–95. Each scholar gets 20 minutes twice a week, 2296–8, 2356–60. Education looked on as a privilege, 2299–303. Convicts better educated than other prisoners, 2372–5; few are taught because most have more than five convictions against them, 2378–9. Would give them much more education in their first nine months, 2379–80.

SCHOOLMISTRESS-WARDER J. EVES:

Prisoners appreciate education as a rule, though some of the older ones do not, 2048, 2063–5. Some prisoners, mostly the older ones, are illiterate, have not been to school at all, 2066–70. Standard III. sufficient, 2073. Prisoners are taught in cells and separately in schoolroom, 2051–2, 2090–1, 2120. Time should be increased to half an hour, 2123–4, 2139–40. Education a privilege, 2142. Prisoners would not like being taught in the dinner hour, 2149–50*a*.

MR. J. B. MANNING:

Education satisfactory in quality and quantity, 2477–8, 2584. One hour of dinner time might be utilised for instruction, 2483–6; but not time between 6 and 8 in evening, 2487–91. General education has markedly increased; not more than 10 per cent. of prisoners are illiterate now, 2521–7. Teaching has beneficial moralising effect, 2532. Standard III. is high enough, 2537. The nine months' separate confinement good time to teach convicts, 2565. The majority appreciate education, 2588.

MAJOR J. KNOX:

Education unsatisfactory; not sufficient time, 2893–4. Teaching during dinner time would not be effective, but time between 6 p.m. and 8 p.m. might be used, 2638–51. Prisoners medically unfit and on light labour should have more instruction, as they have to work, when outside, with their heads rather than their hands, 2630–5. More men can write now than formerly, 2680–1. Thinks not 1 per cent. are illiterate, 2686–9.

MR. R. D. CRUIKSHANK:

Time given to education should be doubled, 2711–3. Dinner hour of no practical use, as his time would have to be made up to the schoolmaster, 2714–22; but time between 6 and 8 might be used, 2723–5. Out of 34 prisoners awaiting trial, nine cannot write, 2742–9. Standard III. generally sufficient, but would go on teaching a prisoner until his discharge, 2754–8. Would educate convicts who needed it during their first nine months, 2793–5.

MR. J. HOWARD:

Education satisfactory at Cardiff, every man getting two lessons of 15 minutes each per week, 2823–30. Perhaps the time is not sufficient, 2381. Some require more than others, but on the whole it is sufficient, 2922–3. Would object to schoolmaster visiting prisoners in their cells during dinner hour, or between 6 p.m. and 8 p.m., 2844–8, 2934–6. Would teach up to Standard IV., or further at discretion of the chaplain, 2924–6. Prisoners generally appreciate education, 2927. About 10 per cent. illiterate, 2919.

EDUCATION—*cont.*

Local Prisons—cont.

COLONEL H. B. ISAACSON:

Education working well in a small way; time insufficient, 2943–4, 2964; it should be doubled, 2965. Sees no difficulty or danger in using dinner hour for teaching, but it would necessitate extra staff, 2967–76. If labour tasks were reduced, time between 6 p.m. and 8 p.m. might be used, 2977–84. Military prisoners are fairly well educated, 3009–13. More education might be given to convicts during first nine months, 3016–9. Standard IV. might be adopted, but Standard III. is sufficient if supplemented by trade instruction, 3020–8; but an instructor would be necessary, 3051–2. Education appreciated as a privilege, 3038–40. Scholars could not be located in contiguous cells, 3058–60.

SCHOOLMASTER-WARDER H. H. BOLD:

Education satisfactory as far as it goes, but it should include Standard IV., 3083–8. Time barely sufficient, 3089. As far as possible each adult gets two lessons a week and juveniles one each day, 3099. All are taught in their cells, 3100. A fair number of prisoners are illiterate, 3116; about 20 in the prison last week, aged from 19 to 50, 3120–1, 3161–3. Would like to have the dinner hour for teaching, but thinks prisoners would object, 3135, 3144; hours from 6 to 8 would interfere with prison arrangements, 3138. Prisoners enjoy their lessons, looking on them as a privilege, 3146–8. Education elevates morally, 3149–51. Many of them have asked to be taught grammar and shorthand, 3156. School books only go up to Standard IV., 3164.

CLERK AND SCHOOLMASTER-WARDER A. HEWLETT:

Present system of education quite satisfactory, 3210; but lessons might be given daily, 3211–2. Prisoners would object to dinner hour being used for teaching, 3218–9; and thinks they would object to time between 6 and 8 p.m., 3220–1. Standard III. is is high enough, 3242. Scholars will improve two standards in six months; or, on an average, one in four months, 3245–6. They appreciate instruction very much, 3271–2. School books are satisfactory as a rule, 3274.

SCHOOLMASTER-WARDER J. M. LOWMAN:

Boys get one hour's teaching daily in class, 3288–9. A schoolmaster could not teach more than 10 to 15 each day, 3318–9. Time given is sufficient, 3327. Dinner hour would be a good time for teaching, 3328–32. Standard IV. should be maximum, 3334–6. Teaching is appreciated, 3339–40, 3353–5. Prisoners better educated than they used to be, but many escape going to school, 3356–63. They would pass a standard in about six months, 3375–6. A register should be kept showing when each lesson was given, 3384–6.

MISS S. A. WALKER:

The teacher should have more time and give longer and more frequent lessons, 4824–7. Education is generally appreciated, 4842–3. Not many illiterates at Preston, 4846. Dinner hour might be used for teaching, it was tried some years ago, and no prisoners objected, 4858–61; but evening could not be used, 4862–4. Some scholars go up a standard in six months, 4873. Some use the instruction after discharge, 4885.

SCHOOLMISTRESS M. BRINE:

Education on the whole satisfactory, 4891–2. More time needed, but dinner hour would not do, 4897–910. Majority of prisoners regard education as a privilege, 4936–7, 4955. In their first nine months convicts ought to be equal to Standard III., 4956.

LORD LEIGH:

Education insufficient; teaching should be in classes; there should be no limit of sentence, 5006*a*–7, 5018–22. Female prisoners should be taught, even if there be only one, 5008–9.

REV. T. W. SHARPE, C.B.:

System seems to work well, 4548. Standard III. is sufficient, as it enables men to read library books and do money sums, 4551–2, 4555–7. It would take an illiterate prisoner a year or two to attain Standard III., he might stumble through Standard II. reading book in nine months; two hours a week should be the minimum instruction given, 4559–61; he might then get through Standard II. in a year, 4566–7. Adults are much slower in learning than juveniles, 4564. It would be a great gain to increase the instruction of convicts during the first nine months, 4570.

Education and lectures, &c. should be under the chaplain, 4571–3. Standard VI. as taught in convict prisons is equal to Standard IV., 4580.

National Society's reading books are not quite up to those of some other publishers, 4599.

REV. E. SCHNADHORST:

Education in prisons ineffectual and bad before 1879, 4602*a*–6. Still open to improvement, 4607 It may be a means of reformation, but does not help prisoners to get employment, 4609–11. More time should be given, and education should be made strictly compulsory, 4612–21. Does not think that teaching in labour hours would lead to scheming, 4632–3. Not many appreciate education, 4635. Want of education brings many to crime, 4636–8; but criminal statistics of Scotland do not support that view, 4639–41.

Prisoners are better educated now than they used to be, 4642–3. Remarks on ragged and industrial schools, &c., 4644–6.

Would re-teach prisoner who had not made use of previous opportunities, 4647–8.

MR. W. TALLACK:

Education the weakest part of our prison system, 4651–3. All prisoners should receive instruction, and some time should be given to it; it is an important element in reformation, 4653–62. Would make education compulsory, but it should not be used so as to relax the deterrent influence, 4689–92. Would teach the use of tools to prepare men to learn a trade, 4687.

Convict Prisons.

REV. C. RICKARDS:

System of education unsatisfactory, owing to insufficient time and teaching in the halls, 3393–6. Classes of from 6 to 20 are held between 5.15 and 6.15 p.m., when men are very tired, 3403–11. Twenty years ago it was done in the morning, men being brought in from labour, 3412–4, 3423. Each scholar now gets 20 minutes' instruction once a week, 3442–3. Instruction is appreciated, 3415, 3425. Gets a few illiterates, 3417. General growth of education has not affected them, 3419–21. Convicts in separate confinement should have one hour instruction daily, 3437, 3465; if they could not learn in that nine months would teach them no more, 3466–7; then the schoolmasters in convict prisons could be reduced, 3477. On an average they rise one standard a year, 3438. School books are suitable enough, 3457. Teaches up to Standard V., 3468–9. Dinner hour might be utilised, 3431–2.

REV. C. CRELLIN:

Education satisfactory as far as it goes, 3508; up to Standard VI. is the rule, but a man coming in having passed Standard IV. would not be sent to school, 3510. If a man can read and do multiplication and long division it is enough, 3511–2. Would like 10 minutes extra time, 3513–4. Education should not be put before labour, 3515–6. Teaching in the morning would not be better than in the evening, 3517–9. Scholars get 40 minutes twice a week, 3522–3. There is no character classification in the classes, 3526; about 20 in each class, 3532; a discipline officer is in charge, 3534. Dinner hour should not be used, 3536–7. Supervises the schooling, 3572. School books should be brought up to date, 3581. If convicts were taught more when in separate confinement they might get along by themselves when in a convict prison, 3559–60.

REV. J. T. PHIPPS:

System of education unsatisfactory, not enough time, 3596–7. One lesson a week of 40 minutes on an average, 3599–600. Evening a bad time, men

EDUCATION—*cont.*

Convict Prisons—cont.

being tired; time from 12 to 1 might be used, 3601–3. Doubtful whether prisoners would object to dinner hour being used, 3608–11. Would approve of convicts being kept in from labour in the morning, if possible, 3612–4. Time between 6.45 and 7.45 might be utilised for instruction, 3615–6. Convicts consider education to be a privilege, 3619. Those who have passed Standard VI. in reading and Standard IV. in writing are excused school, 3620–1, also the infirm, 3622; but not those who are only disinclined, 3624–6. In 1869, illiterates at school averaged 31 per cent.; in 1895, 21 per cent., though the difference in attendance at school is only 3 or 4 cent., 3627–9. Classes number 25 to 30, 3630. More instruction of convicts doing their nine months probation in local prisons would be advantageous, and would reduce the education in convict prisons, 3660–6.

REV. J. B. WHEELER:

Education hardly satisfactory, owing to association of old criminals with younger men, 3735–6, 3819–20. On the whole the time given is sufficient, in summer two lessons of ½ hour, in winter of 1½ hours, per week, 3737, 3743. Classes held in the evening; suggests that scholars be brought in from work an hour earlier, 3744–8. Dinner hour could not be utilised as it would interfere with governor and medical officer, also convicts enjoy the rest it gives them, 3750–5, 3834. Class is held in the warders' hall, a discipline officer always being present, 3777–9; members vary from 40 to 50 in the class room, but they are in different classes, 3798–9, 3833–7. One hundred convicts receiving education, 3739.

SCHOOLMASTER C. J. HOPPING:

Education unsatisfactory, time insufficient, 3847–8. Suggests that scholars be kept back from labour for 1½ hours after dinner; dinner hour would not do, 3849–51, 3880, 3884–5, 3887. Three classes, averaging 20 convicts, 3874–6. Each scholar gets half an hour twice a week, 3897–8. Strongly recommends more time being given to teaching convicts in their nine months in local prisons, 3925–8. It takes about seven months to raise a man one standard, 3930. Does not exclude men from school; would prefer to exclude the hopeless cases, 3931–2. Would like to exclude four or five letter men, 3934–5, 3952–3. Would increase the length of the lessons, 3946.

SCHOOLMASTER W. B. NEWMAN:

Education very unsatisfactory; time and place inadequate; should have teaching daily instead of weekly, 3962–7. In summer they got 20 minutes a week, in winter 65 minutes, 3968–9. Teaching now given in the halls, a proper school-room most essential, 3973, 3977–8, 4064. "Old timers" do not value teaching, 3979. Men in separate confinement are taught in their cells, 3982–5. If a man has 12 marks, five for reading, three for writing, four for arithmetic, he would be excused, 4000–2. Would go higher than Standard IV., 4003–8. Three classes of 15 to 20; they sit close together, and sometimes communicate, 4025–9. Convicts would resent the dinner hour being used, 4030. The same educational results cannot be expected from convicts as from children outside, 4067–8.

SCHOOLMASTER G. HOGGER:

Educational results very good considering the short time given to teaching, 4074; average of 40 minutes per week throughout the year, 4075–6. Classes held in the halls, 4084. Those in separate confinement get one hour a week, 4088–9. Convicts would object to dinner hour being used, 4096, 4100. Evening could not be further used, 4103–7. Great majority look on education as a privilege, 4133. They make one standard a year; not 10 per cent. are stationary, 4134–7.

SCHOOLMISTRESS J. SPILLER:

Education not altogether satisfactory; an hour a day should be given to it, 4146–7, 4154–6. Teaching in class; each convict has one lesson weekly, 4148–9, 4153. Efforts concentrated on women in their first nine months, 4157, 4190–1. Education is appreciated, 4158–60. They would be averse to lessons in the

EDUCATION—*cont.*

Convict Prisons—cont.

dinner hour, 4170–2. They are discharged from school on attaining Standard V., 4196. Out of 107 at school 46 are illiterates, 4198–202.

MISS H. B. COLLINGWOOD:

Hours of labour interfere with education, 4215–9, 4222–5. More time might be given, but some make wonderful progress, 4220–1. Prisoners would resent use of dinner hour or late evening for teaching, 4226–38. The first nine months might be more utilised, 4239, 4277. No school-room, 4247. Classes number about 15, 4248. Recollects no case of a woman who was apt and made good progress coming back, 4270. Some will not learn, 4271. The object of many in learning is to write their own letters; a minority appreciate education, 4258–60.

CAPTAIN W. F. V. HARRIS:

It is extremely inconvenient to carry on education in public-works prisons, as it interferes with work, and sufficient time cannot be found; it should be concentrated in first nine months, 4281–4, 4351–2. It is not worth while to teach men deficient in intelligence and men over 40; chaplains are reluctant, however, to take them off school list, 4285–8. Instruction in evening, men being tired, unsatisfactory; suggests keeping them in after dinner, 4289–92, 4295–301, 4349–50. Convicts, as a body, are better educated than formerly, but many have escaped school, 4320–3. Except for "star-class" men, there is no classification of scholars by character, but classes are strictly supervised, 4324–9. They look on education as an agreeable relaxation, 4330–1.

LIEUT.-COLONEL H. PLUMMER:

The heavy part of the education should be given in the first nine months, 4358. The time given in winter is sufficient, but not enough in summer, 4360. There might be voluntary cellular instruction during dinner hour, 4361–2, 4388–90. Convicts would not object to it, 4365–7. Time from 6 to 7.30 might be used, 4368–71. Majority better educated than they used to be, 4385–6. Almost impossible to classify scholars according to character, but chaplain tries, 4391–3. Educated convicts teach themselves foreign languages, 4413.

LIEUT.-COLONEL S. R. B. PARTRIDGE:

Educational results are fair, 4422–5. More time might be given, but not without interfering with labour, 4426. Classes held in evening for about 25 minutes; dinner hour could not be used; it is already fully occupied, but some cellular instruction might be given, 4427–33. Evening quite impracticable, 4434–8. More teaching might be done during first nine months, 4448. Classes number 10 or 12 held in the hall under supervision, 4452–6. Keeping convicts back for school after dinner would cause a lot of trouble, 4472–4. They could not be located for cellular instruction, 4475–9. Educating habitual criminals is hopeless, they rather dislike it, 4486–90.

CAPTAIN F. JOHNSON:

Present system of education unsatisfactory; time given too short, and much time wasted on hopeless cases, 4495–6, 4536. More time should be given to convicts in first nine months in the mornings; difficult to find more time for the others; the dinner hour would not do, 4497–501. Instruction now from 5.30 to 6.30, 4505–7. At Dartmoor, keeping the scholars in after dinner for teaching would disorganise the labour, 4508–11. Could locate men for cellular instruction, 4512. Some convicts appreciate instruction, but it is a farce to teach many of them, 4519–20, 4537–8, 4540–2. Would not instruct men over 40 years of age, 4539. About 300 men under instruction, in classes of from 50 to 60, 4543–4.

SCHOOLMASTER J. HEPWORTH:

Education satisfactory as far as it goes, *i.e.*, it enables a man to read and write, and do a small amount of ciphering, 4696–7. More time might be given, especially in summer, but there are difficulties in regard to discipline and hours of labour, 4698–701, 4807. In summer they get 40 minutes, in winter an

EDUCATION—*cont.*

Convict Prisons—cont.

hour and a half, twice a week, only 20 scholars out of 250 convicts, 4727–33. Use of dinner hour would be extremely unpopular, 4734–5. Men might be kept back for an hour after dinner, 4740. When a man can read a Standard IV. book he can help himself, 4797. It would be well to concentrate education in first nine months, but in that time men would not go very far, 4798–9; he might get into Standard II., 4800–1. Many look or education as a privilege, some as a matter of discipline, 4806. More time could not be given in the evenings, 4745–7. Men not too tired after day's work, 4748. About 20 or 30 in a class with two schoolmasters, no classification by character 4752–9.

EXAMINATIONS.

Local Prisons.

REV. A. W. BALDWIN:

Examinations held by chaplain on reception, by schoolmaster on discharge, none between, results are recorded in register, 379–88, 428. Tests are dictation, mental arithmetic up to multiplication, 441–4, 448–9.

REV. W. F. STOCKEN:

A prisoner is passed for reading if he can read fluently from the Third Standard book; for writing if he can write a simple sentence; for arithmetic if he can do a simple sum of addition of money, 120–4.

Examinations held quarterly, and results recorded, 17–21, 76–8. Fifteen minutes' instruction twice a week is sufficient, 22–3. Some are anxious to learn, others are not, 24–5.

REV. M. T. FRIEND:

Examinations are conducted personally on reception, and quarterly, and, if necessary, on discharge, 669–73. Tests are mental arithmetic and arithmetic on a slate up to compound addition, 663–8.

REV. H. MANSELL:

Examines prisoners on reception only, 492, 551–2*a*. Questions them from time to time, 493. Recommends more modern school books, 484–6. Would like educational picture books, 497–500.

REV. C. GOLDNEY:

Examines eligible prisoners personally on reception only, 819–20; by making them write their names, or dictation, and mental arithmetic, 896–7.

REV. J. F. NEWTON:

Examinations in arithmetic—simple money sums, addition, and multiplication, but not division, 299–308; in writing, they write their names or a short sentence, 323. Examinations held quarterly, 321–2, and are recorded, 324.

REV. O. F. PIGOT:

Examinations held on reception and discharge, 178–9; in reading, up to Standard III., in arithmetic, up to addition, 248–55.

REV. C. T. ROLFE:

Test in arithmetic, addition of money sums, 746–7. Examinations quarterly, 759.

REV. W. N. TRUSS:

Examines personally on reception, and quarterly, 995–7. Tests are dictation and addition of money, 999–1003.

REV. J. A. LADBROOKE:

Prisoners examined on reception and on discharge by schoolmaster, 1387–9; but keeps in touch with scholars himself, 1390–1. Examines in money sums, 1428–9.

REV. C. WILLIAMS:

Examines prisoners on reception and discharge and at stated intervals, 1194–9, 1269–73. Tests them in addition of money, but not in multiplication, 1296–9.

EXAMINATIONS—*cont.*

Local Prisons—cont.

REV. D. MORRIS:

Examines all prisoners personally on reception and discharge, sometimes between, 1063–5. Being familiar with elementary education, can easily classify prisoners by asking them a few questions, 1150–2.

SCHOOLMASTER-WARDER W. JEWELL:

Does not examine prisoners, 1466–7.

SCHOOLMISTRESS-WARDER E. BRODIE:

Chaplain examines prisoners on reception and discharge, and quarterly, 2185–8, 2203–4.

CHIEF WARDER G. A. PRITCHARD:

Chaplain always examined prisoners, but not quarterly. When ready to be advanced a standard, they were brought before him, 2458–64.

SCHOOLMASTER-WARDER T. OAKLEY:

Chaplain examines on reception and discharge, and quarterly, 1926–7.

REV. J. A. ADDISON:

Personally examines prisoners on reception and discharge, and quarterly, and records results, 2281–3. Scholars exempted after passing Standard III., 2350–2.

SCHOOLMISTRESS-WARDER J. EVES:

Chaplain examines prisoners on reception and discharge, 2092–4; making entries in the register, 2154–6.

SCHOOLMASTER-WARDER H. H. BOLD:

Examinations are held by him, not by chaplain, on reception and discharge, 3167–72.

CLERK AND SCHOOLMASTER-WARDER A. HEWLETT:

Chaplain examines prisoners on reception and on discharge, and periodically, 3268–70.

SCHOOLMASTER-WARDER J. M. LOWMAN:

Chaplain examines prisoners, but not quarterly, 3387–8.

Convict Prisons.

REV. C. RICKARDS:

Examines scholars twice a year, schoolmaster examines on reception, 3445–6.

REV. C. CRELLIN:

Conducts examinations personally in March and September; not on discharge of convicts, 3575–6.

REV. J. T. PHIPPS:

Holds examinations personally every six months, as far as division and multiplication of money, 3674–8.

REV. J. B. WHEELER:

Examines all convicts on reception and half-yearly, assisted by the schoolmasters, 3767–76.

SCHOOLMASTER C. J. HOPPING:

Chaplain examines in reading, schoolmaster in other subjects, 3883.

SCHOOLMASTER W. B. NEWMAN:

Examinations held in March and October only, by chaplains and schoolmasters, 3994–7.

SCHOOLMISTRESS J. SPILLER:

Examinations held on reception and every six months, by chaplain and schoolmistress, 4192–5.

LECTURES AND MORAL INSTRUCTION.

Local Prisons.

REV. A. W. BALDWIN:

Lectures could be organised if difficulties of tim and subjects be got over; objects to using chapel fo

LECTURES AND MORAL INSTRUCTION—*cont.*

Local Prisons—cont.

lectures, 410–2. Dinner hour might be used for lectures to small body of selected men, but increase of staff would be necessary, 415–6, 437–8.

REV. W. F. STOCKEN:

Moral instruction is given by chaplain; visits long-term prisoners once in three months, 47. Prisoners benefit themselves; if they want to improve themselves they can do so, 59–62.

Has not considered the possibility of giving lectures to prisoners; objects to the idea, as it would necessitate association, 48–53. Schoolmasters would not be capable of lecturing, 54. Not even 5 per cent. would benefit by lectures, 63–4. Individual teaching better than lectures, 65–6. Prisoners would consider lectures troublesome unless made attractive; would probably consider them a privilege, as giving means of communicating, 118–9.

REV. M. T. FRIEND:

Considers lectures would be excellent, but difficulty in finding a place for them, prisoners should be selected; if chaplains lecture, they should do so in other prisons than their own; schoolmasters not sufficiently qualified, 618–22. Illiterate men would be interested; many lectures could be got in Reading, 633–6.

REV. H. MANSELL:

Lectures: is in favour of them, 542; could get up subject and lecture to a small class in the chapel, 535–41.

REV. C. GOLDNEY:

Lectures might be organised in officers' mess room; governor and chaplain could arrange about time; prisoners mostly not under instruction should be selected, 803–8.

Would like to assemble prisoners in small classes without officers for moral instruction, 851.

REV. J. K. NEWTON:

Lectures approved of experimentally, 288–90.

REV. O. F. PIGOT:

Lectures: religious standard of prisoners very low. Would be glad to give lectures himself. Schoolmasters not qualified, 170–4. The chapel could be used, 175–6. Fairly well-educated men would appreciate them, 188–93, 239.

REV. C. T. ROLFE:

Lectures might be given if time found, dinner hour might do, could lecture for 15 or 20 minutes twice a week to specially selected prisoners, 720–4; but an outsider would be better, 725–6; chapel might be used, 727–8, 731. Means of moral instruction sufficient, 729. Sunday might be utilised for instruction by outsiders, 733–4. Sunday a long day, first-stage prisoners might have a library book on that day, 735–7. Schoolmaster gives out books, 738.

REV. W. N. TRUSS:

Chaplain's visits are sufficient moral instruction, 970.

Lectures might do good, but technical instruction more useful; if staff were increased there need be no difficulty in organising them; would lecture himself once or twice a fortnight, or would get someone else in, 971–80.

REV. J. A. LADBROOKE:

Extra moral teaching on Sundays would not be beneficial, 1353. Moral instruction consists of chapel services and visits by chaplain, 1360. Silence in prison not injurious, 1408–10. Men are sometimes improved by imprisonment, 1414. Lectures would hardly be beneficial, 1361; but they might be given to men in higher stages, 1361–2; schoolroom holding 25 might serve as a lecture room, but would not approve of using the chapel, 1363–4. Would lecture himself, 1365; prisoners would appreciate it, 1366. There would be a difficulty of finding time, 1367–9a.

LECTURES AND MORAL INSTRUCTION—*cont.*

Local Prisons—cont.

REV. C. WILLIAMS:

Is not in favour of lectures, but they might be tried and given in the chapel, 1230–9. Means of moral instruction: chaplain and schoolmaster are sufficient, 1242–3.

REV. D. MORRIS:

Objections to lectures, (1) not appreciated by majority, and unnecessary to remainder; (2) difficulty in finding outsiders with peculiar qualifications necessary; (3) inconsistent with a penal institution, and give facilities for association; (4) would offer a diversion affecting deterrency. Has tried lecturing to prisoners himself, but was disheartened, 1091–4. Chapel services, chaplain, and books give sufficient moral instruction, 1095–7. Indiscriminate association for labour a great hindrance to chaplain's work, 1098–106. Officers should be allowed to have hymn books in chapel and join in services, 1107–11. Objects to having to see a prisoner in his cell instead of in chaplain's office, 1126–31.

BISHOP OF NEWCASTLE:

Five minutes' straight talks in chapel, every morning of great value for moral instruction of prisoners, 1513–7. Doubtful about lectures; prison should not be made attractive; chaplain should be responsible and prisoners selected, 1518–21, 1543, 1555.

CHIEF WARDER G. A. PRITCHARD:

Not in favour of lectures, owing to difficulties in classification, and because books would do more good, 2432–5.

SCHOOLMASTER-WARDER T. OAKLEY:

Lectures would be advantageous, 1987. Should be given by chaplain; would do it himself to a certain extent, 2034–5.

REV. J. A. ADDISON:

Would like to have assistance of a Scripture reader, 2310–2. Lectures are a good suggestion. They should be simple and given to all prisoners, on certain days, in the chapel after prayers, 2313–20. If schoolmasters had freer access to prisoners they would be of great assistance in moral teaching, 2331–2, 2348–9. No time for moral instruction on Sunday afternoons, 2350.

MR. J. B. MANNING:

Strongly opposed to lectures, 2549–59. Thinks present means of moral instruction sufficient; prisoners get much more of it than do persons outside, 2566.

MAJOR J. KNOX:

Means of moral instruction are the chaplain's and his own talks with prisoners, 2653–7. Thinks lectures would be unprofitable owing to lack of receptivity in prisoners, but the experiment might be tried, 2658–65. Would not mind giving a "straight talk" to prisoners after Sunday afternoon service, 2666. Schoolmaster might be able to lecture, 2667–8.

MR. R. D. CRUIKSHANK:

Chapel services, visits by chaplain and governor, are means of moral instruction, 2775–9. Lectures might be given weekly to all prisoners in chapel, lecturers being chosen by governor and chaplain, 2780–4, 2818–9.

MR. J. HOWARD:

Chaplain gives sufficient moral instruction, 2854–6. No objection to lectures, simple lesson on moral subjects (many miners in his prison, they might be taught the theory of danger in coal mines); lectures might be in chapel, and all prisoners eligible to attend, 2905–10. Males and females attend chapel on alternate week days, and on Sundays, males in morning, females in afternoon, 2914–8.

COLONEL H. B. ISAACSON:

Would like to see lectures introduced, 3061–2; would admit prisoners in fourth stage, 3063. Lecturers should be outsiders, 3065; has no room

LECTURES AND MORAL INSTRUCTION—*cont.*

Local Prisons—cont.

suitable and would object to use the chapel, 3066–8, but the central hall might be used; about 35 men could attend, each bringing his own stool, 3072–8.

SCHOOLMASTER-WARDER H. H. BOLD:

Schoolmaster should be able to visit prisoners to relieve their dark thoughts, 3121, 3159. Would approve of lectures to selected prisoners, as a privilege; would lecture himself to about 12 men, and, with a couple of officers, to 50 men; a large room in the hospital could be used, 3183–95.

CLERK AND SCHOOLMASTER-WARDER A. HEWLETT:

Approves of idea of lectures, 3223; admitting all prisoners, 3225; they could be given in the chapel, 3226–8. If prisoners divided into lots, the school-room might be used, 3229–30. Moral instruction books for prisoners in first stage might be more interesting, such as biographies, 3274–8.

SCHOOLMASTER-WARDER J. M. LOWMAN:

Approves of lectures; would give them to all prisoners, in the chapel, between 5 and 6 p.m., 3364–71.

MISS S. A. WALKER:

Lectures on home industries, cooking, sewing, &c. would be beneficial, 4852–4.

SCHOOLMISTRESS BRINE:

Has not considered question of lectures, 4819; but lectures on such subjects as "home management" would be excellent, 4920–2. The chapel at Wormwood Scrubbs would not do, it is too big, 4924–5. The work-room could be used; it would hold 70 women, 4928–32. It would be appreciated by the prisoners, 4933–4.

LORD NORTON:

The primary object of imprisonment is deterrence, with which education must not be allowed to interfere; but if people are kept in prison for lengthy periods, education and moral instruction must be introduced, 5042. The present system is ineffective owing to deficiency of staff. Chaplains at large prisons can only see individuals in their cells once in three months; they have too much to do; they should have assistant chaplains and Scripture readers to help them, 5043. Suggests the employment of men with certificates from bishops to read and expound the Scriptures, and to read interesting books to prisoners, 5045.

Is strongly in favour of lectures, 5047–7*b*, but would not have them given in the chapel, 5050–1. It is a most important thing to make chapels more like places of worship. A good chapel such as that at Wormwood Scrubbs is a great means of moral influence, 5047*b*.

Idleness being at the bottom of nine-tenths of crime, the mark system, as an incentive to diligence is very important, 5047*b*.

LORD LEIGH:

Before the Act of 1877 the chaplain at Warwick Prison used to give lectures on moral subjects, and readings from "Self-Help," the "Pilgrim's Progress," &c.; they had a very good effect, 5008. Lectures were organised by chaplain, supposes prisoners were selected; the chapel was used; sees no objection to that; there would be no difficulty in getting outside lecturers, 5011–7. Prisoners used to be pleased with the lectures, 5024. Chaplains should be moved after eight or ten years, their duties are irksome, and they are liable to get slack, 5010. Chaplain's office is one of greatest importance; he should be a first-class man, and be much better paid, 5029–30.

REV. T. W. SHARPE, C.B.:

Strongly in favour of lectures with magic lanterns; they could be given in the chapel, 4589–95.

REV. E. SCHNADHORST:

In favour of lectures as a means of elevating the mind, by varying monotony of labour; though whilst at labour would keep prisoners hard at it, 4623–9.

LECTURES AND MORAL INSTRUCTION—*cont.*

Local Prisons—cont.

MR. W. TALLACK:

Lectures would be very desirable, 4673–6; especially for men who cannot read, and for short-time men, 4677. They might be given to prisoners generally in the chapel, 4678–9. Such subjects as temperance, thrift, and perseverance would be suitable, 4680–1. Lecturers could easily be found, 4682. Recommends appointment of a special educational prison instructor, 4683.

Convict Prisons.

REV. C. RICKARDS:

Scripture reader looks after religious books; he does no school teaching, but takes a Bible class, 3459–60. He works under the chaplain, and visits prisoners when he can, *i.e.*, from 12 to 1 p.m. and from 5.30 to 6.30 p.m., 3475–6. Is very much in favour of lectures, 3478–9. Would himself lecture, 3480. Would require a room to be specially built, and would want a magic lantern or pictures, 3481. Prisoners should be selected, 3482. The winter would be best time, 3483; about once or twice a week, 3490. Technical subjects would require special teachers, 3484. Modelling, &c. might be taught, 3487. Compared with outsiders, convicts have better opportunities of moral improvement; an assistant chaplain is urgently required, 3492–6. The only time he can visit is from 12 to 1 and from 5.30 to 6.30, visits during the dinner hour, 3497–8.

REV. C. CRELLIN:

Lectures would be a great advantage, 3509; on scientific and historical subjects, 3583. The schoolmaster could give them, 3584. A magic lantern might be provided, 3586. The chapel could be used, 3587–91. Prisoners should be selected by examination; those who had passed out of school could attend as a reward, 3589, 3593. Convicts get sufficient moral instruction, 3570. Tries to get an outsider to preach once a month, 3571.

REV. J. T. PHIPPS:

Approves idea of lectures; would admit convicts who had passed Standard VI. for reading and Standard V. for writing, 3680–5; or they might be limited to star-class men, 3686–9, 3700. Would not keep out men with many previous convictions, 3701–2. Outside lecturers would be best, but would lecture himself, and so would schoolmasters, about once a month, in the chapel, 3691–8. Convicts should be examined on the lectures, 3719–22. Scripture reader visits men in their cells to advise and instruct, 3708–9. Hours like those of schoolmasters, 3710. Would not approve of his visiting in the dinner hour, 3713.

REV. J. B. WHEELER:

One Scripture reader at Parkhurst, 3741–2, 3783–4. Plays harmonium on Sundays, attends to applications to chaplain, and has a library of religious books, 3785. Does not visit in dinner hour; has no key, 3787–9. As to lectures, thinks they would not be practicable at an invalid prison like Parkhurst, 3801–2. They were tried at Woking years ago and proved a failure, convicts did not care to go to them, 3803–13. Many would welcome them as a variation of the monotony, 3815; but suggests that trade instruction would be more useful, 3816–7.

SCHOOLMASTER C. J. HOPPING:

Thirty years ago lectures were given in the chapel by the schoolmaster, but were given up as an utter failure, 3937–43. Is opposed to instituting them again, 3944.

SCHOOLMASTER W. B. NEWMAN:

Has not considered question of lectures, 4033.

SCHOOLMASTER G. HOGGER:

Lectures might be advantageous to better educated convicts; no place for them at Portland; would not object to lecturing; would not admit them below Standard III., 4123–30. Lectures given once a month would be considered a privilege, 4131–2.

LECTURES AND MORAL INSTRUCTION—*cont.*

Convict Prisons—cont.

SCHOOLMISTRESS J. SPILLER:

Would not like to give an opinion on the subject of lectures, 4203–2.

MISS H. B. COLLINGWOOD:

No moral teaching on Sundays, except the two chapel services, 4251–2. There are lady visitors, by whom some convicts get work on discharge, 4266–8. Offers no opinion on lectures, 4273–6.

CAPTAIN W. F. V. HARRIS:

Favours lectures from an educational point of view only, 4334–6. Would limit them to men who had not passed Standard IV., others can improve themselves in their cells, 4337–41. Chaplains could select men on these lines, 4342. Time might be found in the afternoon, 4343–4. Two of the schoolmasters would be capable of lecturing and outsiders might be found, 4345–6. On Sundays the Scripture reader visits in the hospital, and holds service there, but does not visit men in their cells, 4348.

LIEUT.-COLONEL H. PLUMMER:

Would approve lectures if they combined good moral teaching, but not if merely educational, 4378. One school night a week might be given to it for selected prisoners who wish to improve, 4379–81. The chapel could be used, 4382. Schoolmasters could lecture and outsiders would come, 4383–4, 4412. Magic lantern would not do, 4409. It would be a good thing to vary monotony, 4411. A scripture reader much needed at Borstal, 4404–6. Diocesan missioner should be sent for a week yearly, 4414–9.

LIEUT.-COLONEL S. R. B. PARTRIDGE:

Scripture reader assists chaplain, visits cells during dinner hour and in evening; plays harmonium on Sundays, he might visit convicts on Sunday afternoons, 4457–61. Many invalids at Parkhurst in the infirmary, they have no extra privileges in the way of books, 4463–71. Lectures would not do much good, except to "star-class" men, 4480. Extra staff would be necessary, 4481–4. If they were adopted they might be given in the evening school time, 4485.

CAPTAIN F. JOHNSON:

Scripture reader visits in cells on Sundays, 4517–8. Lectures, if given in the evening, would necessitate assembling some 600 or 700 men; when it is dark, a questionable arrangement, 4521–4. No objection to lectures to selected convicts in the afternoon, 4525–6. It would be less trouble to have lectures for all than for half, as that would necessitate dividing the staff, 4527–8. Lectures with magic lanterns would be dangerous, 4530. Schoolmasters would not carry much weight as lecturers, 4531. Lectures might be advantageous to a few, but the advantage would not be permanent, 4535.

SCHOOLMASTER J. HEPWORTH:

Lectures would be advantageous to convicts; would exclude men not up to Standard IV., 4785–90. Chapel could be used, schoolmasters could lecture, 4791–3. Convicts might be allowed to apply to join, 4795.

MISS E. FRANKLIN:

Scripture reader at Aylesbury Female Convict Prison, 5052.

On duty from 9 to 4; plays organ in chapel; visits convicts in their cells between 10 and 12 and in the afternoon, 5053–6, 5058. Does not visit during dinner hour, convicts would not like it, 5057–7*a*.

On Sundays attends chapel as organist, and visits the infirmary, 5058*a*–61; reads and prays with each patient; holds a service and gives an address, 5078*a*–80.

Has special times for visiting those employed in their cells, 5062; those in the laundry come into school one afternoon a week, sees half one week and half the next week, 5066. They do not often ask for special visits, 5067.

Holds weekly classes of eight for reading Scripture aloud, which are appreciated very much, 5069–71*a*. Encourages convicts to write after their discharge, 5072. Gives special attention to those on probation, 5073–5.

Visits are rarely resented, 5076.

LECTURES AND MORAL INSTRUCTION—*cont.*

Convict Prisons—cont.

The classes for Scripture reading last about half an hour; no officer is present, 5083–6. Visits infirmary on alternate days, 5087.

MR. F. GUY:

Senior Scripture reader in the service; at Portland for 17 years, for first four years of which he was schoolmaster, 5090–90*c*, 5123*a*. On duty from 9 to 12.30 and from 5.30 to 6.30, 5092, 5109; on Saturday, same in morning, but goes out at 3 p.m., 5093; on Sundays, morning and afternoon, 5094, 5106.

Has never visited convicts in dinner hour except with chaplain, but might do so, 5095–8*a*, 5110.

Has a cell key only, which is enough, 5099–100. Attends chaplain on his visits, enters applications &c., 5101. In morning does office work principally goes to infirmary for prayers, assists convicts to write letters and petitions, 5102. Has charge of devotional but not of library books, 5103–3*a*. A prisoner plays organ, but he is resposible, 5107–8.

Saturday afternoon is the only time he can visit convicts in their cells, 5111–2. Reads to those who cannot read for themselves, separately, 10 or 15 minutes to each; it is much appreciated; confines himself to no particular book; his visits are never resented, 5117–22.

Does not wear uniform, 5123.

FEMALE PRISONERS.

REV. M. T. FRIEND:

Hardly appreciates lady visitors to female prisoners, 637–8. Women are more likely to profit by teaching than men, would have age standard as it is for them, 660–2.

REV. H. MANSELL:

No schoolmistress, 543–58.

REV. C. GOLDNEY:

Women appreciate instruction; schoolmistress has good influence with them, 846–9. Great difficulty in finding good lady visitors, 850.

REV. J. F. NEWTON:

Women anxious to learn, but less so than men, 291–4; assistant matron teaches them for two half hours every week, in their cells, 295–8.

REV. W. N. TRUSS:

Has a good schoolmistress, exercising good influence; she works two hours a day, 985–8. About nine women under instruction, anxious to learn, 988–9.

No choir practice, but hearty singing, 991–2.

REV. J. A. LADBROOKE:

Visits females on reception and discharge, and on two Sundays in the month, 1411–3.

REV. C. WILLIAMS:

In favour of a lady visitor, 1250. Short-sentence women difficult to influence, 1252.

REV. D. MORRIS:

Lady visitors give no assistance in dealing with female prisoners, 1116–7.

BISHOP OF NEWCASTLE:

Chaplain should have power to introduce discreet women as visitors, 1552.

REV. J. A. ADDISON:

Sees every woman three times a week, 2322. Has never had occasion to send for a lady visitor, but finds ladies of great assistance outside the prison. Not being thoroughly acquainted with the ways of prisoners, they may be made a means of communication with the outer world, 2323–4. Plays the organ himself; music has good effect on prisoners, 2325–6.

MAJOR J. KNOX:

Women are of very low type, 2669–70. Doubtful about lady visitors; they must be very wise persons, 2671–3. Schoolmistress has good influence, 2674. Teaching industrial arts would be beneficial, 2675.

FEMALE PRISONERS—*cont.*

MR. R. D. CRUIKSHANK:

One lady visitor at Durham; women appreciate the teaching, though a bad class, 2800–2.

MR. J. HOWARD:

Females appreciate education and make more progress than some of the men, 2897. Has no lady visitor, and does not approve of them, 2898–901.

LORD LEIGH:

Lady visitors do enormous amount of good; if Home Office said they must have them there would be more, 5031–4. They look after prisoners on release, 5035.

MRS. SHELDON AMOS:

Has visited many female prisons, 4960, 4997.

Plenty of time is given to education, but it should be made more educational, 4964–5. Bibles and religious books should not be given to prisoners until their second day in prison, but a secular book on paper according to their class, 4965–71. Books should be suggested to them, 4972. Home Reading Union methods should be introduced into prisons, 4973, 4976. More talking should be allowed, 4973–5.

Matrons should be selected from a higher class, and then higher-class wardresses would be attracted, 4978–81.

There should be more lady visitors, 4982–7. Would supersede the chaplain's visits by visits from ladies who could see the prisoners alone, 4988. They should be visited at meal times, 4989–93.

Approves of lectures so far as it would bring prisoners into class work, 4994. The tender side of a woman should be encouraged, 4995.

Babies in prisons have a good effect, and it would be most desirable, if possible, that they should have animals to pet, 4995–7. Any gift a woman has should be developed; Sloyd work, cooking, and gardening are all good for women, 4997–9.

Strongly disapproves of female prisoners being shut up in their cells from 6 p.m. to 6 a.m.

LIBRARY BOOKS.

Local Prisons.

REV. A. W. BALDWIN:

Supply of library books is ample, 406. Henty's are popular, and such like books, 407; also histories and "Popular Educator," 440. All prisoners have devotional books on Sundays, 408.

REV. W. F. STOCKEN:

A man who can read is given a library book; would not give books to second-stage prisoners, not even on Sundays, 38–43. Would not change books oftener than once a week, except in special cases, 44–5. Approves of present catalogue; various books are popular; does not get periodicals, 115–7. Books are changed straight off. They are examined by the schoolmaster. Fly-leaves and pictures are taken out, 154–6.

REV. M. T. FRIEND:

Library books are distributed liberally, 613–4. Has a fair library, which needs replenishing, 350 to 400 books, 615–6.

REV. H. MANSELL:

Has complaints as to library books, 505–18.

REV. C. GOLDNEY:

Library sufficient; also weekly distribution of books, which is more frequent when necessary; long-sentence men might have books in first and second stage, 835–9. Popular books are "Pilgrim's Progress," "Robinson Crusoe," "Popular Educator," travels, histories, and magazines, 840–1, 891. Books might be given to first and second stage men on Sundays as a privilege, 842.

REV. J. F. NEWTON:

Library books sufficient; first-stage prisoners should not have books, 283–5.

LIBRARY BOOKS—*cont.*

Local Prisons—cont.

REV. O. F. PIGOT:

Library books: one a week is sufficient, but sometimes allows more, 218–9. Books supplied every year, novels, &c., 236–8. Prisoners do not draw in their books, 241. Magazines are popular, 220, 262. Picture books are used, 263. It would be a good idea to hand over charge of religious books to officers in charge of wards, 222–9. Books are changed by schoolmasters, 231–5.

REV. C. T. ROLFE:

Has good supply of library books, changes them weekly or oftener, 716–9.

Schoolmaster gives out books, 738.

REV. W. N. TRUSS:

Library books: weekly distribution is sufficient, uses discretion to make it more frequent; books given out on Mondays, 947–57. Prisoners in first stage should not have books, 961–5; but first and and second stage prisoners might have one on Sundays, 966. Books of adventure and magazines are popular, 967–8. Has an excellent library, 968*a*–9.

REV. J. A. LADBROOKE:

Has a fair supply of library books, 1322–3. Would not extend the privilege of books to first or second stage prisoners on Sundays, 1356–9. Changes books once a week or oftener, 1326.

REV. C. WILLIAMS:

Satisfied with library, changes books once a week and oftener, if necessary, 1223–5. Books of travel and adventure and periodicals are most popular, 1255.

REV. D. MORRIS:

Library books satisfactory, 1139. To give a book to a man sentenced to one month would reduce deterrence of prison, if given out on Sundays only there would be difficulty of distribution, 1077–9.

BISHOP OF NEWCASTLE:

Had good supply of library books, 1511, 1564. Books of biography, "Popular Educator," and "Good Words," were popular, 1567–70.

SCHOOLMISTRESS-WARDER E. BRODIE:

Has very good supply of books, 219 "Quiver" and "Leisure Hour" preferred, 2208.

CHIEF WARDER G. A. PRITCHARD:

A very good supply of books; hardly approves of idea of giving books to men in second stage, but would not be against it, 2429–31. Would approve of first-stage men having library book on Sundays, but insufficient staff to distribute them, 2453.

SCHOOLMASTER-WARDER T. OAKLEY:

Has a very good supply of books, 1965. Changes them every week, 2016–7.

REV. J. A. ADDISON:

Library and moral instruction books changed once a week or oftener, 2242–50. A very good supply of books, 2308; "Popular educator," &c., in great demand, 2209. Prisoners in second stage should have books, 2335. Men in first stage might have a book on Sundays, but it would give much trouble, and be contrary to stage system, 2336–42.

SCHOOLMISTRESS-WARDER J. EVES:

Books changed every Saturday, sometimes oftener, 2060–2. Women like story books, 2075–6. "Leisure Hour," "Good Words," and "Quiver," are popular, 2118.

MR. J. B. MANNING:

It would be waste of labour to give library books to men in first and second stage on Sundays only, 2539–41. There should be both story books and magazines, 2579–81. Library books satisfactory, 2572.

LIBRARY BOOKS—*cont.*

Local Prisons—cont.

MAJOR J. KNOX:

Suggests that each ward should have 50 library books to be interchangeable amongst prisoners on that ward, ward officers being responsible; at present an unnecessary amount of supervision, 2596–609.

MR. R. D. CRUIKSHANK:

Should not divide the responsibility for the library books, 2811–2. The sick do not get books unless they are entitled to them, 2813–4. Would give books to second-stage men, but not to those in first stage, 2815–7.

MR. J. HOWARD:

Library books sufficient; changed once a week, or oftener if necessary, 2879–82. Would give books to prisoners in the second stage, and to first-stage men on Sundays only, 2883–8.

COLONEL H. B. ISAACSON:

Would not give a library book to prisoner in first or second stage—the stage system should not be touched, 3041–7. Gives an extra book to men in hospital, 3055. Books of travel and adventure the most popular, 3056.

SCHOOLMASTER-WARDER H. H. BOLD:

Has a fairly good supply of books, 3131. Changes them once a week, and oftener if necessary, 3132. Would like to give books to prisoners in second stage, 3134.

SCHOOLMASTER-WARDER J. M. LOWMAN:

Changes library books once a week, and oftener if necessary; can change about 20 books in an hour, 3309–17.

MISS S. A. WALKER:

In infirmary, prisoners' books are frequently changed, sometimes three times a week, 4880–2.

SCHOOLMISTRESS BRINE:

Has about 500 books and 200 prisoners eligible for them; the number should be doubled, 4938–42.

LORD NORTON:

The libraries are very good, 5047*b*.

LORD LEIGH:

Supply of books is sufficient, 5026–8.

Convict Prisons.

REV. C. RICKARDS:

Prisoners in infirmary have as many books as they like, 3499. Those in their cells leave a note on the slate of name of any books they especially want, 3500. Popular books are histories, dictionaries, encyclopædias, "Popular Educator," 3503–4.

REV. J. T. PHIPPS:

Library books changed twice a week; convicts write name of book wanted on slate, 3667–70. Schoolmaster changes books himself, 3671. Has an ample supply, 3672.

REV. J. B. WHEELER:

Obtains books for the educated and the uneducated; has standard biographies, travels, and novels, 3828.

SCHOOLMASTER C. J. HOPPING:

Library books changed daily by schoolmasters, 3916–9.

SCHOOLMASTER W. B. NEWMAN:

Convicts in infirmary have advantages in the way of library books, 4042. Schoolmasters do not examine library books; sometimes a warder reports a convict for damaging a book; the librarian sets aside books for condemnation, 4047–63.

SCHOOLMASTER G. HOGGER:

Library books distributed by schoolmasters in turn; they do not examine the books, 4139–40.

LIBRARY BOOKS—*cont.*

Convict Prisons—cont.

SCHOOLMISTRESS J. SPILLER:

Library books changed once a week, or oftener if necessary; women in infirmary get two books a week, 4187–9. An ample supply, 4206.

MISS H. B. COLLINGWOOD:

Female convicts appreciate library books; they are changed weekly, sometimes oftener; considers a weekly change sufficient, 4262–4.

LIEUT.-COLONEL H. PLUMMER:

Library a valuable influence, 4395. Books changed once a week or oftener; no reason why convicts should not have two books a week, 4396–400. Supply is ample, 4401–2.

LIEUT.-COLONEL S. R. B. PARTRIDGE:

At Parkhurst, library books changed once a week, 4470.

SCHOOLMASTER J. HEPWORTH:

Very fair supply of library books, changed once a week, 4770–2; about 1,500 books and 240 convicts, 4773–4; each man has nine books in his cell, 4774–81.

LIMITS OF AGE AND SENTENCE.

Local Prisons.

REV. A. W. BALDWIN:

Limit of sentence approved, but four-months' man should be taught at once, 395. Age of 40 approved as limit, 399.

REV. W. F. STOCKEN:

Limit of sentence to four months approved, 5–7. Would not educate prisoners over 40 years of age, 9. Would teach those who have forgotten, 10, 92–4.

REV. M. T. FRIEND:

Would reduce limit of sentence to three months, and, if teaching given three times a week, to two months, 584. Exceptions should be made to age limit of 40, 610–2.

REV. C. GOLDNEY:

Limit of sentence might be reduced to three months; with a good schoolroom and time-table 40 minutes weekly for eight weeks would be serviceable to many, 817–8, 881–2. Limit of age might be reduced to 35 for men and women, 824–5, 887–8; women over 30 make as much progress as men, 889–90.

REV. W. N. TRUSS:

Limit of sentence should be reduced to three months, and instruction should commence after first month, 929–36. Limit of age, with present discretionary rules, might stand at 40, 937–40.

REV. J. F. NEWTON:

Would educate three-months' prisoners, 276–7. Age limit of 40 works well, 281–2.

REV. O. F. PIGOT:

It would not be worth while to teach three-months' prisoners, 198–203. Present rules as to age limit satisfactory, 204–8. It is worth while to teach men who have forgotten, 209–10.

REV. C. T. ROLFE:

Would reduce limit of sentence to three months, 707–9. First-stage men should not receive instruction, 710. Age limit of 40 sufficient, 711. Has had no applications to be taught from men over 40, 712.

REV. J. A. LADBROOKE:

Approves present sentence and age limit, 1382–4.

REV. C. WILLIAMS:

Approves of present limit of four months' sentence, 1219; and of 40 years' age limit, 1221*a*.

LIMITS OF AGE AND SENTENCE—*cont.*

Local Prisons—cont.

REV. D. MORRIS:

If instruction commenced on reception, would reduce limit of sentence to three months, present limit of age for men and women satisfactory, 1380–9.

BISHOP OF NEWCASTLE:

Limit of sentence might be reduced to three months, commencing instruction after first month; 40 as limit of age satisfactory, 1522–8.

CHIEF WARDER G. A. PRITCHARD:

Sentence limit might be reduced to three months, would not alter limit of age, 2418–21.

SCHOOLMASTER-WARDER T. OAKLEY:

Age limit should be 30, 1993–4.

REV. J. A. ADDISON:

Would reduce sentence limit to three months, and age limit to 35, 2304–7, 2370.

MR. J. B. MANNING:

Hardly worth while to reduce sentence limit; age limit satisfactory, 2542–8.

MAJOR J. KNOX:

Limit of sentence might be reduced to three months, 2636–7. Limit of age satisfactory, 2690–3.

MR. R. D. CRUIKSHANK:

Limit of sentence might be reduced to three months, 2750–2.

MR. J. HOWARD:

Limit of sentence might be reduced to three months; there should be no limit of age, 2861–4. Would reduce limit of age for females, 2902–3.

COLONEL H. B. ISAACSON:

If time be doubled, sentence limit might be reduced to three months, 3000–5. Approves age limit as now, 3006–8.

SCHOOLMASTER-WARDER H. H. BOLD:

Would reduce limit of sentence to three, or even two, months, 3123–7. Limit of age might be abolished, 3128.

CLERK AND SCHOOLMASTER-WARDER A. HEWLETT:

Limit of sentence might be reduced to three months, 3248–50.

SCHOOLMASTER-WARDER J. M. LOWMAN:

Limit of sentence should be three months, 3307–8. Approves age limit of 40, 3321–2.

MISS S. A. WALKER:

Would reduce sentence limit to three months, 4878–9.

SCHOOLMISTRESS BRINE:

Reduction of limit of sentence not so important as commencing instruction on reception; if reduced to three months it would add very much to the teaching work at Wormwood Scrubbs, 4919, 4947–55.

REV. T. W. SHARPE, C.B.:

If time could be spared would teach prisoners with sentence of three months, 4549–50.

Convict Prisons.

SCHOOLMASTER C. J. HOPPING:

Would limit education to men under 45, 3933.

SCHOOLMASTERS AND SCHOOLMISTRESSES.

Local Prisons.

REV. A. W. BALDWIN:

Schoolmasters' work interfered with by much extraneous duty, *e.g.*, care and distribution of books and letters, writing petitions &c., 345–9. Would take away registration of letters and petitions, 350–4, 454–60. Would relieve them of all discipline duties, 355–8, 435. Schoolmasters should not wear uniform, 359. Does not approve idea of schoolmaster imparting moral instruction from cell to cell on Sundays, 366–8; nor of using dinner hour for teaching, 369–72, 427. About 40 letters pass through schoolmaster's hands daily, and he writes about two petitions daily, equalling one hour's work taken from teaching, 429–33. Schoolmasters should be certificated, 439. Would not make devotional books cell equipment, too much responsibility for ward officers, 373, 436. Has no juveniles, 375.

SCHOOLMASTERS AND SCHOOLMISTRESSES—*cont.*

Local Prisons—cont.

REV. W. F. STOCKEN:

Schoolmasters' qualifications satisfactory, 26. One is certificated, the other is not, 142–4. Their duties, in addition to teaching, consist of distribution of books, letter and petition writing, and collection and distribution of Bibles, prayer books, hymn books, and slates. Recommends that last-named duty be transferred to discipline staff, 28–31, 160. Doubts whether teaching could be carried out during the dinner hour, 32–7, 58.

Could not extend instruction without increasing the staff, 127–8. Owing to exercise, &c., schoolmasters could not utilise Sunday afternoons for moral instruction, 136–7. Schoolmaster's uniform should be distinctive, 138–40. Schoolmasters keep a diary of what they do, 140–1. Boys' classes held in chapel, no room being available at Pentonville, 145–8. There are a few desks used for the boys in "C" ward, 149.

REV. M. T. FRIEND:

Schoolmaster assists in clerical work, 587; teaches for about two hours and a quarter in a day when fully occupied, 588. Schoolmaster qualified, but if standard raised to Fourth, his qualifications should extend to Sixth, 599. He should not do discipline work, 601; because he is better than an ordinary discipline officer, 652. He should not wear uniform, 653. Would prefer certificated master, 655.

REV. H. MANSELL:

Schoolmaster is a discipline officer and acts as clerk, teaching being a small part of his duties, 486–91; is sufficiently qualified for his work, 519.

REV. C. GOLDNEY:

Schoolmasters are over-weighted with extraneous work, 777.

Two schoolmaster-warders liable to discipline duties, 779. About 44 scholars, 799. Schoolmasters' qualifications sufficient for present standard, which might be extended to history and geography, 801–2. Schoolmaster should be relieved of all discipline duty, 809; at present he attends chapel, does his turn of evening duty, and escorts, 810–6. Suggests a definite time-table and better organisation, 870–1. Scholars are scattered over prison, 873. Schoolmaster's first duty should be to teach; he has to write letters and petitions, but he has now too many other duties to perform, 883–6. They should wear uniform, 893–4.

REV. J. F. NEWTON:

Schoolmasters' qualifications sufficient, 267*a*. They should not have discipline duties to do, and should not wear a uniform, 268–71.

REV. O. F. PIGOT:

Schoolmasters should not be warders, 167–9. Qualifications sufficient, 211–7. On duty alternate Sundays, and do night duty, 256–8.

Letter writing for prisoners done by schoolmasters when necessary, 243–6.

REV. C. T. ROLFE:

One schoolmaster from outside two hours a day, not in uniform, 685–9, 694.

REV. W. N. TRUSS:

Schoolmaster is on duty from 8 a.m. to 5 p.m. on week days; he prepares lists of discharges and receptions, attends chapel, examines all receptions, attends to books, letters, and petitions, distributes

SCHOOLMASTERS AND SCHOOLMISTRESSES—*cont.*

Local Prisons—cont.

library and other books; on Sundays on duty from 9 to 12 and 1.30 to 4.15; does not do night duty or clerical work, 915–24, 1005–6. He is not certificated, 925–6.

Schoolmasters should not wear uniform or do discipline duty, 927–8, 1007–8.

Supervises schoolmaster and schoolmistress, 1009–11.

Would not make devotional books part of the cell furniture, 1013–5.

REV. J. A. LADBROOKE:

Has no schoolmaster at present, but a man is acting as schoolmaster-clerk, 1328–9. He has to teach, to enter names, &c. in character book, to distribute library books, write letters for illiterates, and attend to petitions, 1332; he does no discipline duties, 1333–9. It makes no difference whether he wears uniform or not, 1341–3. On Sunday he acts as a kind of verger, 1345–51. Would leave schoolmaster in charge of devotional books, 1395–9. There is no substitute for schoolmaster, 1430–1. He keeps a diary, 1433.

REV. C. WILLIAMS:

Has one schoolmaster-warder, 1176; he issues devotional books, changes library books, prepares lists of receptions, discharges, and punishments, writes letters and petitions, 1180–1. He does discipline duty, 1211–4, 1275*a*–83. In first-class prisons, schoolmasters should wear a distinctive uniform, 1215–8, 1302–3. Schoolmasters should be responsible for devotional books, 1304–7.

REV. D. MORRIS:

Schoolmaster's position not what it should be, 1027. His duties described, 1032–42. If relieved of discipline duty, distribution of books, and clerical duty, could give six hours' instruction a day, 1043. It would be a relief if devotional books and slates were taken from charge of schoolmasters, but difficulty would arise owing to number of Roman Catholics, 1090, 1161–5. Would have schoolmasters certificated and in a distinctive uniform, 1132–5.

SCHOOLMASTER-WARDER W. T. JEWELL:

Schoolmaster for 12½ years altogether; at Coldbath Fields, Pentonville, and Millbank, and for last five years at Wormwood Scrubbs, 1434–8*a*. On week days, a quarter of his time is given to teaching, and remainder to writing letters and changing books; on Sunday, supervises the hospital, 1439–45, 1785–6, 1795–8, 1813–9. On duty from 7 to 5.30, 1445. There are also a schoolmaster and a schoolmaster-warder, 1446–7.

Would not hand over devotional books to ward officers, 1788–91. Objects to wearing uniform, 1792–3. Appointed warder, to act as schoolmaster, considers he should be free of all discipline duties, 1799–806. Thinks he should have shorter hours, 1807–12, 1822–4.

BISHOP OF NEWCASTLE:

Satisfied with qualifications of schoolmaster, 1508, 1533. Schoolmaster had a lot of clerical duties and charge of books and library, 1531. It would be an advantage to have certificated masters in large prisons, 1534. Would like to give schoolmaster more time for teaching by taking away clerical duties, 1535–7.

SCHOOLMISTRESS-WARDER E. BRODIE:

Schoolmistress for 16 years, discipline officer for 10 years, at Shepton Mallet, Westminster, and Maidstone, 2157–60. Has charge of hospital and reception, 2162–5. Teaches from 11 to 12, and from 2 to 3.30, 2166–70. On evening duty three times a week, 2181. Prefers retaining charge of devotional books, but the slate is part of equipment at Maidstone, 2205–6, 2224. Schoolmistresses should not wear uniform, 2218. Discipline and scholastic duties clash, 2162, 2210.

CHIEF WARDER G. A. PRITCHARD:

Did no discipline duties when schoolmaster, nor did the schoolmaster-warder, but latter slept in once a week, 2396–400. Was on duty from 6 a.m. to 6 p.m., 2401. Schoolmasters should have a distinctive uniform, 2404–7. Schoolmasters complain of having such short time for scholastic duties, 2408. It would relieve the schoolmasters if charge of devotional books were taken from them, but it would be bad for the books, but slates might be part of cell equipment, 2444–52.

SCHOOLMASTER-WARDER T. OAKLEY:

Fifteen years in the service; ten and a half as schoolmaster; always at Preston, 1908–10*a*. On duty 6 a.m. to 6 p.m.; teaching from 9.30 to 11.30 a.m., and from 2 to 3 p.m., 1912–4. About 25 scholars a year, taught in cells, 1915–9.

Employed in discipline and clerical work, 1928–33. Writes letters and petitions for illiterate prisoners, 1936–40.

Distributes and collects letters and distributes books, 1941–3. Relieves reception officer twice a week and on alternate Saturdays; takes turn of evening duty and sleeping in, is seldom called up, 1945–60. Other duties interfere with teaching, 1961. Schoolmaster should have distinctive uniform, and do no discipline duty, 1962–4. Slate should belong to cell, but not devotional books, 1995–7. Detail of time given to teaching for one week, 1998–2009. Fills up character book, 2012–3.

REV. J. A. ADDISON:

Has two schoolmaster-warders, 2234; the senior on duty from 8 to 6, teaches for 5¼ hours daily, the junior for 1¾ hours. They take their turn at sleeping in and Sunday duty, 2236–40, 2251–5. The junior does discipline and clerical duty, the senior does not, 2256–61. Schoolmasters should do no discipline duty; they might wear a distinctive uniform, 2275–7. Satisfied with their qualifications, 2279–80. Devotional books should remain in charge of schoolmasters, 2363–9.

SCHOOLMISTRESS-WARDER J. EVES:

Schoolmistress at Leeds for three years, 2043–4.

Teaches in the afternoons, 2045–7. Takes matron's place in her absence, attends on doctor and chaplain, has charge of letters and books, does evening duty; discipline duties do not interfere with scholastic work, 2053–7, 2106–16, 2121. It might be advisable to take away charge of devotional books from schoolmistresses in large prisons, not so at Leeds, 2131–2. Recommends a distinctive uniform, 2133–7.

MR. J. B. MANNING:

Devotional books should not be taken from care of schoolmaster, but slates should be made part of cell equipment, 2492–6, 2574–8. Quite satisfied with qualifications of schoolmasters, 2497–500; no objection to their wearing uniform, 2501. The schoolmasters do no evening duty, no Sunday duty, nor do they sleep in, 2503–8. No reason why they should be discipline officers; even if they were not, they could have keys and visit cells as they do now, 2514–9. They help prisoners to write letters, 2520–1. No advantage in their being certificated, 2582.

MAJOR J. KNOX:

Schoolmasters might hand over charge of devotional books and slates to ward officers, 2610–3. Schoolmaster on duty from 6 to 6; takes his turn at Saturday afternoon, Sunday, an evening duty, sleeping in, and escorts; before 9 a.m. he looks after books, prepares lists for chaplain, &c., does no clerical work, 2614–22. Schoolmasters should be free from discipline work, and wear a distinctive superior uniform, 2694–707.

MR. R. D. CRUIKSHANK:

Schoolmaster takes his turn at discipline duty on Saturdays and Sundays, and at sleeping in, but not at escorts, 2736–40*a*. He helps prisoners to write their letters, 2741; and makes out three lists of receptions and discharges, 2796; schoolmasters' qualifications are insufficient, but they need not be certificated, 2759–61. They should wear a distinctive uniform, and not be discipline officers, though liable to be called on in an emergency, 2762–6. Relieving them of charge of devotional books would not work, 2769–70; but slates should be part of cell equipment, 2773.

SCHOOLMASTERS AND SCHOOLMISTRESSES—*cont.*

Local Prisons—cont.

MR. J. HOWARD:

Schoolmaster does discipline duty, attends to a ward, takes his turn at evening duty, sleeping in, and escorts, 2834–40. He should wear a distinctive uniform, 2849–50.

Devotional books should be in charge of schoolmaster; slates might remain in the cells, 2889–92.

COLONEL H. B. ISAACSON:

Schoolmaster's time divided between scholastic and clerical duties, 2951, though he does discipline duty before breakfast and on Sunday, 2958–62. Satisfied with his qualifications to teach to Standard III., 3029–30. If schoolmasters do no discipline duty they should wear plain clothes, 3031–6. Devotional books should be made part of the cell furniture, 3048–50.

SCHOOLMASTER-WARDER H. H. BOLD:

For 15 years schoolmaster at Bristol Prison, 3080–2. Comes on duty at 7 a.m.; makes out list of prisoners for chaplain: sees those for the Aid Society; relieves gatekeeper at breakfast hour; attends chapel, and teaches up to 12 o'clock, 3091–3; but is sometimes interrupted for discipline duties, 3094. In afternoon takes the visits and does library work, 3094–5. Should be relieved of all discipline duty, 3108–9. Objects to wearing uniform, 3110–3, 3152. Would not object to a distinctive uniform, 3153–4. Does his turn of evening duty and alternate Saturday and Sunday duty, but not escorts, 3141–3. Schoolmaster's duties should be united with those of clerk, 3196. Devotional books should be in schoolmaster's charge, 3177.

CLERK AND SCHOOLMASTER-WARDER A. HEWLETT:

Has had 13 years' experience as schoolmaster at Liverpool, Oxford, and Wakefield, 3197–200. Does no teaching now, being employed at clerical work, 3204. Two other schoolmasters at Wakefield, 3205. Thinks they are sufficient, 3208. Schoolmasters should wear plain clothes, 3236–40, 3266. The schoolmasters take their turn at evening duty and Saturday and Sunday duty, 3257–9. Devotional books should remain in charge of schoolmasters, 3263–5.

SCHOOLMASTER-WARDER J. M. LOWMAN:

Has 13 years' service; 10 years as schoolmaster at Nottingham, 3279–81. Does discipline duty, comes on at 6 a.m., makes out list for chaplain, and keeps labour book, plays harmonium in chapel, has charge of tailoring and giving out of stores, teaches in the morning, keeps manufacturing books, takes his turn at evening duty, and alternate Saturday and Sunday duty, 3282–304. Schoolmasters should wear plain clothes, 3342–9. Devotional books and slate might be in charge of ward officers, 3377–83.

MISS S. A. WALKER:

As schoolmistress at Walton only got about seven hours a week for teaching, owing to discipline duties, 4817–23. The schoolmistress at Preston attends on doctor and chaplain on their rounds, does evening duty, &c., 4834–8. If devotional books were taken from charge of schoolmistress it would possibly be a relief, 4865–8. They should wear a distinctive uniform, 4883–4.

SCHOOLMISTRESS M. BRINE:

Schoolmistress should not wear uniform, 4911–2, nor do discipline duty of any sort, 4913. If they had not charge of devotional books they would have much more time for teaching, 4944–6.

REV. T. W. SHARPE, C.B.:

Schoolmasters are qualified to teach up to Standard III., 4554, 4569.

MR. W. TALLACK:

Schoolmaster-warders should be better educated men than they are, and should be men of weight of character and influence, 4664–72. System of educating the instructors in foreign countries described, 4687–8.

SCHOOLMASTERS AND SCHOOLMISTRESSES—*cont.*

Convict Prisons.

REV. C. RICKARDS:

Schoolmasters are certificated; they do not carry keys, but sees no objection to their having them, 3427–30. Has five schoolmasters, 3440. They change library books in the morning; considers this foreign to their duty, 3472–3.

REV. C. CRELLIN:

Schoolmasters look after prisoners' correspondence, 3543–5. They should have keys, 3547–50. They are certificated, 3553. They do not and should not wear uniform, 3552, 3554–6. Devotional books had better be in charge of schoolmaster, 3579–80.

REV. J. T. PHIPPS:

At Portland, five schoolmasters, 3636. One is on duty from 7 to 10 and from 2 to 4; the remainder are off duty from 12 to 5 every day; they would prefer to be on from 9 to 5; they take it in turn to do early duty, 3637–42. They all do three hours in the morning, 3643. Would not give keys to schoolmasters, 3646–53. They are all off duty on Saturday afternoons, 3704. Their time is fully occupied, 3717–8. It averages four hours a day, 3725. Would give them more discretion in teaching under the chaplain, 3726–8. They should not wear uniform, 3729.

REV. J. B. WHEELER:

Has three schoolmasters, 3741. Hours 9 to 12, and in the summer 5.30 to 6.30, in winter 4.30 to 6.30, 3758–61. Their time is fully occupied with letters, petitions, &c., 3762–4. The senior alone has a key; all should have keys, 3788–94. They should not wear uniforms, 3821–3. Devotional books should remain in their change, 3824.

SCHOOLMASTER C. J. HOPPING:

Schoolmaster at Parkhurst Convict Prison; has 30 years' experience, 3841–3. Once in three weeks takes early chapel duty in turn; regular hours from 9 to 12 and from 5.30 to 6.30, 3844–6, 3854. Has to find out whether applicants to write letters are due, 3855–7. Writes letters for certain convicts, and keeps the petition book, 3860–2. Would prefer to be on duty from 9 to 4, 3888–94. Goes off at 12 on Saturday, but on Sunday is on duty in the infirmary, 3908–10. Would object to wear a uniform, 3920–4. He alone has pass key, others have cell keys, 3954–6.

SCHOOLMASTER W. B. NEWMAN:

Senior schoolmaster at Dartmoor Convict Prison; has 30 years' experience, 3958–61. Altogether five schoolmasters employed at teaching, 3981*a*. Hours 9 to 12 and from 5 or 5.30 to 6.30; in the morning dealing with convicts' letters, petitions, library and school books, &c.; on Saturdays off duty at 12, on Sundays plays the harmonium, but others do not come on, 3987–93. Prefers plain clothes to uniform, 4010–4. Has a pass key, no schoolmasters have cell keys, 4017–21.

SCHOOLMASTER G. HOGGER:

Schoolmaster at Portland Convict Prison for 26 years, 4071–3; hours, 9 to 12, and 5.30 to 5.60 in summer, 4.30 to 6.30 in winter, one day a week early duty, 4092; would prefer to be on duty from 9 to 4 or 5, 4112–4. Wearing of uniform by schoolmasters would have bad effect on convicts, 4115–7; has no keys, 4119–22.

SCHOOLMISTRESS J. SPILLER:

Has been schoolmistress for many years, for last three years has been governor's clerk; now at Aylesbury Female Convict Prison, 4144–5, 4164. Four schoolmistresses at Aylesbury, but only two employed in teaching, 4161–3. They do not have any keys, which is a disadvantage, 4180–6.

CAPTAIN W. F. V. HARRIS:

Five schoolmasters at Portland, of whom four are off duty from 12 to 5.30, but hours could be

SCHOOLMASTERS AND SCHOOLMISTRESSES—*cont.*

Convict Prisons—cont.

re-arranged, 4305–8. They have no keys, 4309–11. No objection to their having same keys as the chaplain, 4312–7; but no real need, 4318. Schoolmasters should wear plain clothes, 4332–3.

LIEUT.-COLONEL H. PLUMMER:

Two schoolmasters at Borstal, 4408. They have no keys, but would need them if cellular instruction were given in evening, 4373–6. No advantage gained if they had to wear uniform, 4377.

LIEUT.-COLONEL S. R. B. PARTRIDGE:

Schoolmasters at Parkhurst have keys like other officers, 4439–46. Plain clothes better than uniform, 4447.

SCHOOLMASTERS AND SCHOOLMISTRESSES—*cont.*

Convict Prisons—cont.

CAPTAIN F. JOHNSON:

Schoolmasters at Dartmoor on duty from 9 to 12, and in the evening; they can do nothing at other times, convicts being at labour, 4514–6.

SCHOOLMASTER J. HEPWORTH:

Two schoolmasters at Borstal, 4702. Takes early chapel duty in turn, 6.50 a.m. to 11 a.m., the other on from 9 a.m. to 12, and both on duty from 5.30 p.m. to 6.30 p.m. In the mornings attend to correspondence, library books, petitions, &c., in afternoon they teach; no afternoon duty on Saturdays, 4703–20. Not on duty on Sundays, but junior schoolmaster plays harmonium, 4721–4. They have no keys, which causes much waste of time, 4741–4. Is certificated; is strongly against wearing uniform, 4765–7. Would prefer to have continuous hours during the day, 4802.

APPENDIX.

APPENDIX I.

MEMORANDUM on EDUCATION in LOCAL PRISONS in ENGLAND and WALES.

The following circular of instructions issued to Governors by the Prison Commissioners in 1883, and still in force, shows the conditions under which education has been carried on in local prisons since that date:—

Educational Instruction of Prisoners in Local Prisons in England and Wales.

1. All prisoners (except juveniles) whose sentences do not fall below four months will on reception be examined by the chaplain, and classified as under:—

Class I. To include those who cannot read Standard I. of the National Society's reading book.

Class II. Those who can read Standard I., but have not reached Standard III.

Class III. Those who have reached Standard III.

2. All prisoners in Classes I. and II. whose age does not exceed 40 years will receive instruction, subject to the conditions set forth in the standing orders of the Prison Commissioners. In special cases, to be dealt with by the Governor, prisoners above that age may receive instruction, if recommended by the chaplain.

Prisoners reported by the chaplain as having no capacity for learning, or as being idle, shall be excluded from instruction, the latter, however, only temporarily, the term to be stated on the order.

The question of previous convictions proving a ground for exclusion, in the cases of certain prisoners, should be left to the discretion of the chaplains.

Prisoners in Class III. will not receive any instruction (except in writing and arithmetic should they need it), but will be allowed the authorised books together with slate and pencil.

3. The instruction of prisoners shall include reading writing and arithmetic, within the following limits, viz:—

Reading, as far as Standard III. inclusive.

Writing, as far as transcribing a portion of the book read, and reading what has been transcribed.

Arithmetic, as far as casting simple money accounts, and mental calculation of small money sums.

4. The teaching will be cellular except the prisoners in Class I. will be taught reading collectively in a room or place provided for the purpose; in writing or arithmetic they will receive the same amount of cellular teaching as that given to the other prisoners in these subjects.

No library books will be issued to prisoners until they can read Standard II. with fluency.

The numbers collected as above should not exeeed six when under the care of the schoolmaster only; and should not exceed fifteen under other conditions.

5. The cellular instruction of prisoners in Class II. shall not be lees than two lessons weekly of a quarter of an hour each if possible with an interval of two days at least.

The collective instruction shall consist of two lessons weekly of half an hour each (exclusive of the time occupied in assembling and removing the prisoners) with a like interval.

All juveniles under 16 years of age shall have one hour's instruction daily in class, but prisoners who by statute or rule are ordered to be kept separate shall not be brought together in class.

The schoolmasters when fully employed in that capacity shall devote six hours daily to teaching, besides any time otherwise employed, between the hours of 8 a.m and 6 p.m., except on Saturdays, when they shall be so employed for three hours, between 8 a.m. and noon.

6. The books to be used are as follows, viz.:—

National Society's alphabetical cards, reading sheets, (all the series), primer, and books for Standards I., II., III., and IV., copy-books similar to "Darnell's" to No. 8, inclusive, 1st. Arithmetic, issued by the Irish Commissioners of Education, and a few copies of "Colenso's complete arithmetic."

Note:—If the books now in use are good enough, they are not to be condemned at once, but are to be retained until worn out or otherwise disposed of.

7. All prisoners receiving instruction shall be tested by actual examination by the chaplain or assistant chaplain on admission and prior to their discharge, the results of each examination being recorded in the chaplain's educational register by the chaplain.

The term "schoolmaster" in the foregoing is to be understood as including schoolmistress.

8. Prisoners in Second or Third Class, as set forth in amended "explanatory directions" of chaplain's register, to have no letters written for them except in special cases, to be determined by the Governor.

Prisoners in First Class on reception to have not more than two letters written for them, except in special cases, to be determined by the Governor.

APPENDIX II.

LOCAL PRISONS.

The following memorandum on the duties of the Schoolmaster Warder may be of use as showing the manner in which teaching is carried out in connection with the ordinary arrangements of the Prison:—

INSTRUCTIONS AS TO HOURS OF DUTY &c. OF SCHOOLMASTER WARDERS.

The schoolmaster when fully employed in that capacity, should devote six hours daily, and no more, to teaching, between the the hours of 8 a.m. and 6 p.m., except on Saturdays, when they should be employed any three hours between 8 a.m. and noon. If less than six hours are so required, teaching should be the first consideration, the rest of the time being made available for letter writing or distribution of books, and afterwards for such other duties as the Governor may require of them, except escort or night duty, from which especially they should be exempted. In prisons where the teaching occupies the full time of the schoolmaster, the letter writing and distribution of books should be performed under the direction of the chaplain by other officers of the prison, selected by the Governor.

It is essential that the teachers should be afforded all due facilities for the regular instruction of the prisoners, with which other prison arrangements should not interfere. The teachers should find the prisoners in their cells when wanted for lessons and should not be under the necessity of making repeated calls for the purpose.

APPENDIX III.

Local Prisons.

Educational Statistics, &c.

The following figures, taken from the judicial statistics (1893), may be of use as indicating the amount of illiteracy or partial illiteracy that exists among the prison population.

Of the 151,462 prisoners convicted by civil courts and received into local prisons in England and Wales during 1893:—

33,553	or 22·15 per cent.	could neither read nor write.
113,664	or 75·04 ,,	could read and write imperfectly.
4,102	or 2·70 ,,	could read and write well.
68	or ·04 ,,	were of superior education.
75	or ·04 ,,	not ascertained.
151,462		

The ages of the prisoners were as follow:—

Under 12	- -	150	or ·09 per cent.
12 and under 16	-	2,774	or 1·83 ,,
16 ,, 21	-	21,585	or 14·25 ,,
21 ,, 30	-	44,816	or 29·58 ,,
30 ,, 40	-	39,943	or 26·37 ,,
40 ,, 50	-	23,723	or 15·66 ,,
50 ,, 60	-	10,124	or 6·68 ,,
60 and upwards	-	8,267	or 5·45 ,,
Not ascertained	-	80	or ·05 ,,
		151,462	

The daily average of male prisoners under school instruction in local prisons during the three years ended 31st March 1895 was 1,318, as against a corresponding daily average of 11,845, or just one-ninth of the whole average male population.

Taking the daily average for the three years above referred to, only one prison had more than 100 school prisoners, viz.:—

				Teachers now assigned.
Wormwood Scrubs	with 207	out of a total male average for the same period of 979	- - -	1 certificated S. M. and 2 S. M. Warders

3 prisons had from 70 to 100, viz.:—

Wakefield	with 74	out of	506	2	S. M. Warders.
Wandsworth	,, 71	,,	1,039	1	S. M. Pl. Warder and 1 S. M. Warder.
Liverpool	,, 70	,,	668	1	S. M. Warder.

6 prisons had from 35 to 70, viz.:—

Pentonville	with 55	out of	1,083	1	,,
Stafford	,, 54	,,	355	1	,,
Leeds	,, 49	,,	349	1	,,
Winchester	,, 42	,,	293	1	,,
Nottingham	,, 39	,,	140	1	,,
Knutsford	,, 36	,,	285	1	,,

26 prisons had from 10 to 35, viz.:—

Preston	with 34	out of	313	1	,,
Newcastle	,, 32	,,	213	1	,,
Strangeways	,, 30	,,	743	1	,,
Dorchester	,, 29	,,	62	1	,,
Cardiff	,, 27	,,	185	1	,,
Birmingham	,, 26	,,	413	1	,,
Plymouth	,, 26	,,	47	1	,,
Norwich	,, 25	,,	100	1	,,
Devizes	,, 24	,,	55	1	,,
Durham	,, 24	,,	366	1	,,
Lewes	,, 23	,,	175	1	,,
Maidstone	,, 21	,,	154	1	,,

				Teachers now assigned.
Worcester	with 20	out of	116	1 S. M. Warder.
Bristol	,, 20	,,	152	1 ,,
Northampton	,, 18	,,	101	1 ,,
Ipswich	,, 17	,,	69	1 ,,
Carlisle	,, 15	,,	68	1 ,,
Exeter	,, 15	,,	132	1 ,,
Hull	,, 15	,,	185	1 ,,
Leicester	,, 14	,,	119	1 ,,
Shrewsbury	,, 14	,,	91	1 ,,
Chelmsford	,, 12	,,	175	1 ,,
Lincoln	,, 12	,,	136	1 ,,
Portsmouth	,, 12	,,	100	1 ,,
Canterbury	,, 11	,,	121	1 ,,
Warwick	,, 10	,,	102	1 ,,

19 prisons had under 10, viz.:—

Swansea	with 9	out of	111	1	,,
Bedford	,, 7	,,	41	1	,,
Derby	,, 7	,,	152	1	,,
Gloucester	,, 7	,,	71	1	,,
Oxford	,, 7	,,	55	1	,,
Bodmin	,, 6	,,	49	—	
Northallerton	,, 6	,,	102	1	,,
Reading	,, 6	,,	146	1	,,
St. Albans	,, 6	,,	70	1	,,
Cambridge	,, 5	,,	79	1	,,
Lancaster	,, 5	,,	58	1	,,
York	,, 5	,,	68	—	
Brecon	,, 4	,,	17	—	
Carmarthen	,, 4	,,	39	1	,,
Hereford	,, 3	,,	39	1	,,
Ruthin	,, 3	,,	23	1	,,
Shepton Mallett	,, 2	,,	63	—	
Usk	,, 2	,,	77	1	,,
Carnarvon	,, 1	,,	34	1	,,

Female Prisoners.

Wormwood Scrubbs	50	out of	210	2 S. M. Warder.
Leeds	17	,,	89	1 ,,
Liverpool	17	,,	327	1 ,,
Strangeways	16	,,	343	1 ,,
Holloway	15	,,	333	1 ,,
Knutsford	12	,,	52	1 ,,
Preston	11	,,	80	1 ,,
Birmingham	10	,,	77	1 ,,
Wakefield	10	,,	73	1 ,,
Durham	7	,,	85	1 ,,
Newcastle	7	,,	70	1 ,,
Cardiff	6	,,	63	—
Stafford	6	,,	65	1 ,,
Bristol	4	,,	35	—
Nottingham	4	,,	11	—
Worcester	4	,,	14	—
Derby	3	,,	27	—
Plymouth	3	,,	10	—
Carlisle	2	,,	16	—
Dorchester	2	,,	4	—
Leicester	2	,,	12	—
Maidstone	2	,,	24	1 S. M. Warder.
Portsmouth	2	,,	18	—
Canterbury	1	,,	7	—
Devizes	1	,,	5	—
Exeter	1	,,	15	—
Lancaster	1	,,	12	—
St. Albans	1	,,	4	—
Shepton Mallett	1	,,	7	—
Shrewsbury	1	,,	13	—
Swansea	1	,,	21	—
Warwick	1	,,	7	—

APPENDIX IV.

Convict Prisons.

The existing rules as regards Education in Convict Prisons are as follows:—

21st July 1864.

1. Morning Prayers will for the future be read in the halls by the chaplains and schoolmasters.
2. School will hereafter be held in the evenings in the halls. [Prior to July 1864, the convicts were taught in classes during the day.]
3. The arrangements for instruction to be detailed by the chaplain in concert with the Governor, and submitted for the approval of the Directors with reference to the special circumstances and construction of each prison.
4. It is proposed to adopt a system of class instruction in the body of the hall for those uneducated men who most require assistance, and to supply those who are already well or tolerably educated with the means of continuing their studies in their cells.
5. Evening Prayers in chapel to be discontinued.
6. Convict school clerks to be abolished, and the work hitherto done by them to be done by schoolmasters.
7. Library books to be changed and letters to be written once a week on the day when there is no schooling, viz., on Saturday evenings, which are also to be allotted to cleaning, changing clothes, and other necessary prison arrangements as at present.

Examination of Convicts in Prison Schools.

15th May 1868.

In order to test and record at periodical examinations, the efficiency of the instruction in Convict Prisons, and the progress made by the learners, every prisoner under instruction will be examined twice a year and his progress recorded in a book of the pattern herewith, according to the directions given.

The Chaplain or Assistant Chaplain will do the duty of Examiner or Inspector of the school.

The Chaplain in his annual report will, from the records thus furnished, state the number of prisoners who have made progress in the various degrees.

APPENDIX V.

Memorandum showing the Number of Convicts attending School, and the Per-centage of Illiterates at Portland Convict Prison in each Year from 1866 to 1870 and from 1891 to 1895.

Date.	Average Daily Number in Prison.	Number at School.	Unable to Read and Write.	Per-centage of those unable to Read and Write to Prison Population.
				Per Cent.
1866	1,375	564	165	12
1867	1,434	714	187	13
1868	1,554	550	153	10
1869	1,562	391	125	8
1870	1,568	522	134	8·5
1891	931	275	56	6
1892	969	293	40	4
1893	1,002	240	31	3
1894	1,049	236	34	3
1895	1,065	266	38	4·5

J. Thompson Phipps,
Chaplain,
Portland Prison.

March 23, 1896.

APPENDIX VI.

Copy of Letter from the Rev. Raymond Blathwayt, formerly Chaplain at Woking Convict Prison, on the subject of Lectures to Convicts, during the Years 1860 to 1863.

7, De Vere Gardens, Dover,
March 23rd, 1896.

Sir,

Your letter has been forwarded to me from my late vicarage, for I am now retired. I have pleasure in replying to your questions, if you will excuse the very unofficial use of a pencil—my hand will not control a pen.

The lectures were instituted by Sir Joshua Jebb—at least, I received my instructions from him.

They were held in the chapel, with temporary gas fittings for the display of the diagrams. I naturally took the major part of them; also the schoolmasters, and a few outsiders, of whom the most eminent were the Rev. F. D. Maurice, and Hughes.

A change of director introduced a change of this plan.

There is no doubt it was a great alleviation of the rigours of imprisonment. But there were many other alleviations—better diet, pleasanter work, increased wages, more privileges. Why not mental pleasure?

No doubt the outside world would have exclaimed at the sight of our well-lighted chapel and crowded and attentive audience. Many of such persons would equally object to such a valuable library as we had.

You will remember that Woking was an invalid prison.

I am, Sir,
Faithfully yours,
Raymond Blathwayt
(late Vicar of Totland Bay).

The Secretary,
Prisoners' Education Committee.

APPENDIX VII.

MEMORANDUM on the SYSTEM of LECTURES at DARTMOOR CONVICT PRISON in 1860–62, by Mr. JAMES BRINE, formerly Scripture Reader and Schoolmaster.

54, Margate Road, Southsea,
March 25th, 1896.

OLD age and a failing memory preclude my giving a circumstantial account of things which took place in Dartmoor Prison so many years ago.

Of any cause for the origin of the lectures, I am entirely ignorant; and never heard of any reason for their discontinuance.

Attendance at the lectures was confined to selected prisoners; as far as I now remember, about 60 or 80 in number.

The lectures were given by the chaplains and schoolmasters; and no outsider took part in them, so far as I recollect. They were delivered in the evenings, about 7 o'clock, I think, and there was no limitation or restriction as to subject. Only a few days ago I destroyed the notes of two of my own; one on "British Coalfields," and the other on "Britain Under the Romans." Of the lectures of others I know but little, except that the subjects were various; such as "The Hut Circles of Dartmoor," "Literature," &c., and one (by Rev. J. R. Walshaw, illustrated by performance on the harmonium) on "Music."

The lectures were given in the prison chapel, where, at that time, the school also was carried on (a very inappropriate place, *I think*, for either purpose). In after years school teaching was removed to the prison halls, a great improvement; but still the occasional indiscreet, though well-meant, interference of the discipline officer in charge of the school sometimes caused irritation, and was, to me, very offensive; so that, during a service of nearly 25 years, I held the opinion that cellular instruction should be given, provided that a fair amount of time could be allotted to it; but, *if well done, it would be costly*.

As regards results, beneficial or otherwise, I have no data to go upon. With the lectures the prisoners were well pleased, and, I must add, very attentive indeed; as to any good effect derived from them, or whether they were regarded as a slight relaxation of prison monotony, I am not able to speak.

Finally, I am of opinion that the good resulting from the system, as carried out in the school teaching of Dartmoor Prison, was, in my time, very meagre indeed, if not absolutely nil.

To change the present system, by a substitution of a better one, is a very difficult problem, which others, more able than myself, must solve.

JAMES BRINE
(late Scripture Reader and Schoolmaster).

APPENDIX VIII.

THE DAY SCHOOL CODE (1896).

SCHEDULE I. STANDARDS OF EXAMINATION IN THE ELEMENTARY SUBJECTS. Article 101 (*a*). (The Schemes A. and B. are alternative.)

—	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.
*Reading	To read a short passage from a book not confined to words of one syllable.	To read a short passage from an elementary reading book.*	To read a passage from a reading book.*	To read a passage from a reading book, or history of England.*	To read a passage from some standard author, a reading book, or a history of England.*	To read a passage from one of Shakespeare's historical plays, or from some other standard author, or from a history of England.*	To read a passage from Shakespeare or Milton, or from some other standard author, or from a history of England.*
†Writing	Copy in manuscript characters a line of print, commencing with a capital letter. Copy books (large or half text hand) to be shown.	A passage of not more than six lines, from the same book, slowly read once, and then dictated word by word. Copy books (large and half text hand) to be shown.	Six lines from one of the reading books of the Standard, slowly read once and then dictated. Copy books (capitals and figures, large and small hand) to be shown.	Eight lines of poetry or prose, slowly read once, and then dictated. Copy books to be shown.	Writing from memory the substance of a short story read out twice; spelling, handwriting, and correct expression to be considered. Copybooks to be shown.	A short theme or letter on an easy subject; spelling, handwriting, and composition to be considered. Copy books to be shown.	A theme or letter. Composition, spelling, and handwriting to be considered. Note books and exercise books to be shown.
	In the Second, Third, and Fourth Standards (1) the examination in Spelling may be separated from the exercise in Writing, and an examination in word building leading to correct spelling may be substituted for the examination in spelling if the managers wish (2) simple exercises in composition, or transcription if accompanied by word building, may be substituted for dictation if the managers wish.						
††Arithmetic (Scheme A.)	Notation and numeration up to 1,000. Simple addition and subtraction of numbers of not more than three figures. In addition not more than five lines to be given. The multiplication table to 6 times 12.	Notation and numeration up to 100,000. The four simple rules to short division. The multiplication table and the pence table to 12*s*.	The former rules, with long division. Addition and subtraction of money.	Compound rules (money) and reduction of common weights and measures.§ In the Table of Length only yards, feet, and inches will be required in this and in the Fifth Standard.	Practice, bills of parcels, and single rule of three by the method of unity. Addition and subtraction of proper fractions, with denominators not exceeding 12. Common weights and measures.§	Fractions, vulgar and decimal; simple proportion, and calculation of simple interest upon a given principal. [Questions involving recurring decimals will not be put to girls.] Common weights and measures.§ Mensuration of rectangles and rectangular solids; the extraction of square and cube roots is not required. (Boys only.)	Averages, per-centages, and stocks.
	Short exercises in mental arithmetic should be given in all Standards. These should not involve large numbers, should from the first deal with concrete as well as abstract quantities, and should be preparatory to the work of the next higher Standard during the last quarter of the school year. In Standards I. to III. the accuracy and neatness of the Arithmetic may be judged by the worked exercises, and the intelligence of the teaching may be tested by sums worked orally by the class with the aid of the blackboard, if the managers wish.						
††Arithmetic (Scheme B.)	The four simple rules. Divisors and multipliers not exceeding 6. No number higher than 99 to be employed in the questions or required in the answers.	Compound rules (money). Divisors and multipliers not exceeding 12. Sums of money in the questions and answers not to exceed 10*l*.	Simple rules and compound rules (money). Divisors and multipliers not exceeding 99. No number higher than 99,999 to be employed in the question or required in the answer. Sums of money in the questions and answers not to exceed 99*l*.	Compound rules applied to the following weights and measures (length, weight, capacity, time). In length, yards, feet, and inches; in weight, tons, cwts., qrs., lbs., ozs.; in capacity, gallons, quarts, pints; in time, days, hours, minutes, seconds—are the only terms that will be required in this and in the Fifth Standard. Divisors and multipliers not to exceed 99.	Vulgar fractions (simple fractions only). Practice. Bills of Parcels. Common weights and measures.§	Decimal fractions (excluding recurring decimals). Simple proportion or single rule of three by the method of unity. Calculation of simple interest upon a given principal. Common weights and measures.§ Mensuration of rectangles and rectangular solids; the extraction of square and cube roots is not required. (Boys only.)	Vulgar and decimal fractions. Averages and per-centages. Investments of savings. Consols.

N.B.—In Welsh districts—
(a.) Bi-Lingual reading books and copybooks may be used, and the instruction generally may be bi-lingual.
(b.) Translation into English of an easy piece of Welsh written on the black-board, or of a story read twice, shall, if the Managers so desire, be substituted for Composition.
(c.) In the Arithmetic set to Standards I.–IV. inclusive the problems should be in both English and Welsh.
(d.) Historical reading books should relate to the History of England and Wales.

* Reading with intelligence will be required in all the Standards, and increased fluency and expression in successive years. Two sets of reading books must be provided for Standards I. and II., and three (in small schools only two), one of which should relate to English history, for each Standard above the second. The Inspector may examine from any of the books in use in the Standard, and in Standard III. and upwards from any book or passage suitable for the purpose which he may select. The intelligence of the reading will be tested partly by questions on the meaning of what is read.

† The writing and arithmetic of Standards I. and II. may be on slates or paper, at the discretion of the Managers; in Standard III. and upwards it must be on paper.

‡ The Inspector may examine scholars in the work of any Standard lower than that in which they are presented, and in arithmetic should require the scholars of the Fourth Standards and upwards to add columns of pounds, shillings, and pence within a specified time in order to show readiness and accuracy.

§ The tables to be learned include those weights and measures only which are in ordinary use, viz.:—

In all Standards above the Third (except as to certain restrictions noted under Standard IV.) the tables of—
- *Weight.*—The ton, hundredweight, quarter, stone, pound, ounce, and drachm.
- *Length.*—The mile, furlong, rod or pole, chain, yard, foot, and inch.
- *Capacity.*—Quarter, bushel, peck, gallon, quart, and pint.
- *Time.*—Year, month, week, day, hour, minute, and second.

In Standards VI. and VII. but for Boys only, in addition to the foregoing, the tables of—
- *Area.*—The square mile, acre, rood, square pole or perch, yard, foot, and inch.
- *Volume.*—The cubic yard, foot, and inch.

The Inspector should satisfy himself that the principles of arithmetic are properly taught in the school. The work of girls will be judged more leniently than that of boys, and, as a rule, the sums set will be easier. The scholars in Standards IV., V., VI., and VII. should know the principles of the metric system, and be able to explain the advantages to be gained from uniformity in the method of forming multiples and sub-multiples of the unit. As a preparation for this it will be useful to give in Standard III. elementary lessons on the notation of decimal fractions.

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